college AND UNIVERSITY business

NOVEMBER 1961

RASTALL CENTER, COLORADO COLLEGE, COLORADO SPRINGS (page 68)

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6 OCTOBER 1961

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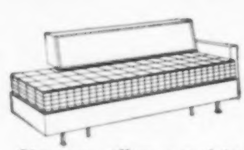

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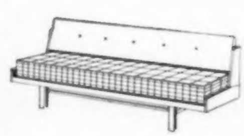

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QUESTIONS AND ANSWERS

Evaluating Performance

Question: How do you evaluate the performance of a college or university purchasing department? How do you evaluate the performance of the business end of a college or university? — L.L.Jr., Calif.

Answer: The evaluation of the purchasing department of the business functions of a college or university must of necessity be somewhat arbitrary since no generally accepted yardsticks have as yet been devised. Furthermore the absence of the profit element creates further difficulties in evaluation.

Three guidelines might be used to provide some measure of the performance of purchasing departments and business offices. The first is general satisfaction of services provided by faculty and administrative officers. It is recognized that no department or division attempting to perform services for others can always escape criticism and receive only praise. Nevertheless an increasing amount of dissatisfaction should be cause for investigation.

The second guide to evaluation might be a unit cost approach. This would involve an analysis of the cost of preparing a purchase order, processing a voucher for payment, processing a contract, or any other tasks than can be reviewed on a unit cost basis. A one-time study would not be particularly useful but periodic analyses would indicate trends in costs.

A third guide that might be useful would be the determination of the per cent expended for purchasing and other business functions as compared with other administrative expenses or the total expenditure for educational and general purposes. Again the value of such an analysis would come from trends over a period of time, but some comparison might also be made with similarly situated colleges and universities.

Other devices for evaluation may be developed, based upon work load and production. However, additional refinements are needed before any method can be considered as the best way to evaluate performance. — Raymond Kettler, *vice president-finance, University of California.*

If you have a question on business or departmental administration that you would like to have answered, send your query to COLLEGE and UNIVERSITY BUSINESS, 1050 Merchandise Mart, Chicago 54, Ill.

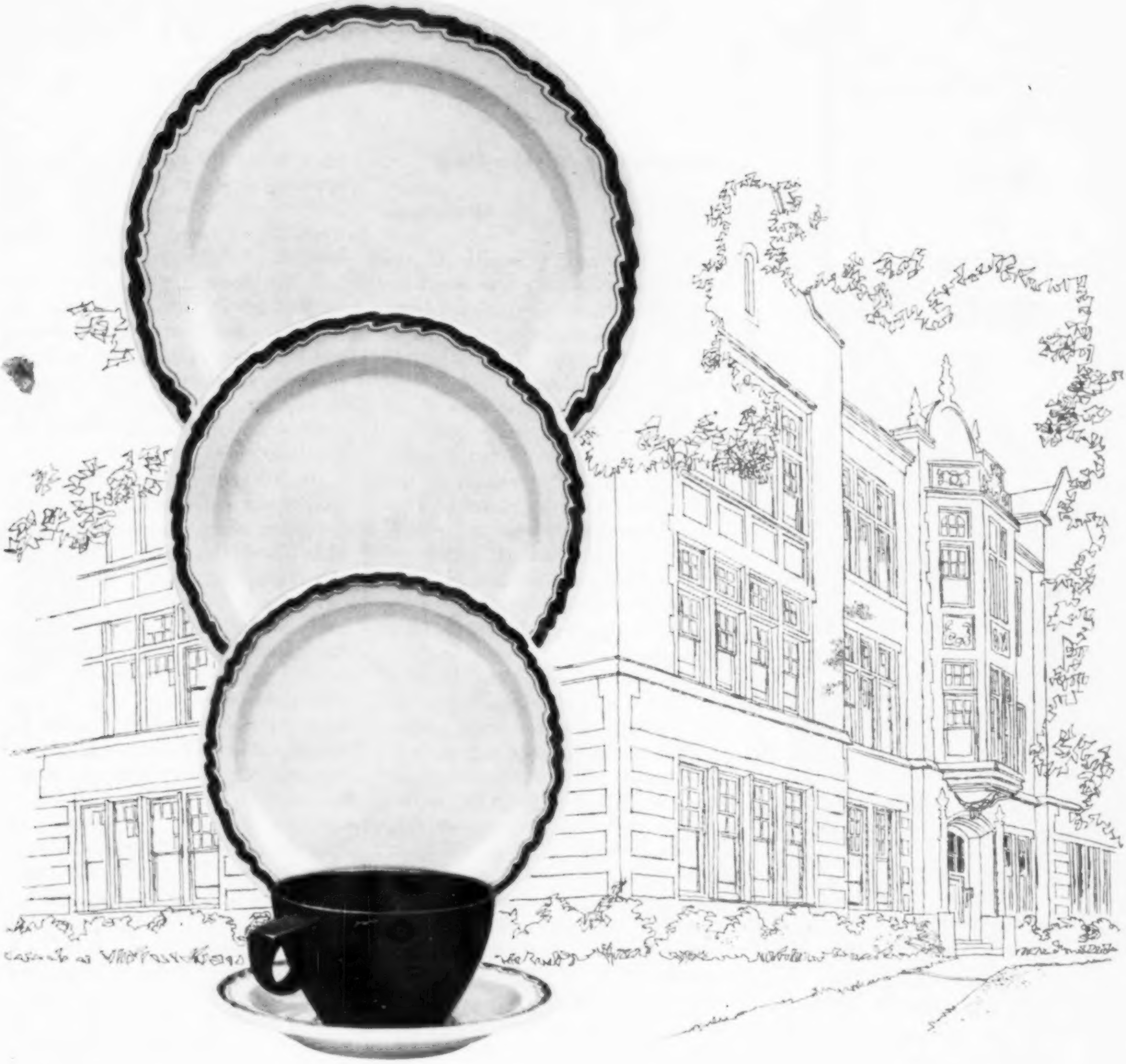
Internal Auditor

Question: What size does a college have to be before it can justify the services of an internal auditor? — N.L., S.C.

Answer: It is somewhat difficult to give a specific answer to the question. There are many factors in addition to enrollment that govern the financial complexity of an institution and therefore the size of its staff. The magnitude of financial transactions in an institution is not necessarily proportionate to the size of the student body. The number and size of the auxiliary enterprises operated by the institution, the volume of research conducted, the location of an institution (whether it be in an urban or rural area) are some of the determinants of the volume of financial transactions that have to be recorded and audited. The exact point at which an institution can justify the services of an internal auditor is a matter of judgment and cannot be decided in terms of size of the institution. It is suggested that the staffing of comparable institutions could be reviewed to determine whether the services of an internal auditor are justified.

Also, advice can be obtained from the independent outside auditors as to whether the institution can justify the services of a full-time internal auditor.

Regardless of the size of the institution, and regardless of whether the institution feels that it needs the services of a full-time internal auditor, the internal audit function is essential. For the small institution, functions of internal audit and control may be performed on a part-time basis by other employes of the business office. In one way or another, the internal audit function must be carried out. — Clarence Scheps, *vice president-controller, Tulane University.*



Libbey Restraware cuts replacement costs 80%

Mr. Steve Werlinich, Director of Food Services, Thiel College

Mr. Steve Werlinich, Director of Food Services at Thiel College, Greenville, Pa., reports that Libbey Restraware has saved 80% on dinnerware replacement costs. In addition, the kitchen staff, along with the 950 students who use Restraware every school day of the year, find it lighter in weight and easier to handle than conventional dinnerware.

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LETTERS TO THE EDITOR

'Somewhat Misleading'

Minneapolis

Editor:

Bruce Partridge's answer to the question on collecting delinquent accounts from students, which appeared in the September issue of your magazine, is interesting, but I'm afraid somewhat misleading.

I would like to suggest some of the inconsistencies and inaccuracies and suggest better solutions based upon the many years of experience of the 2300 members of the American Collectors Association who, this year, will have more than $1 billion referred to them for collection by some 700,000 retail, professional and wholesale credit grantors throughout this part of the world.

1. Mr. Partridge says that there is very little a collection agency can do that a college business office cannot do. This would be correct if the college business office was professionally trained in the art (and it has become an art) of collecting past due accounts, and was able and willing to devote its full time to this work. Unfortunately, the personnel in college business offices meet neither of these basic criteria. They are involved in numerous other activities, and collection activity, when it is handled, is squeezed in among everything else and handled in an amateurish fashion at best.

That 700,000 credit grantors depend upon collection agencies to help them is sufficient proof that professional agencies can do far more to recover past due accounts than can the credit grantors themselves.

2. Mr. Partridge suggests appealing to the "debtor to make payment in order to help other students complete their education."

Working with literally hundreds of thousands of delinquent debtors every year, professional collectors have long since discarded this type of motivational approach.

A person who is delinquent in paying one bill or in paying several bills can be most effectively motivated to pay by pointing out ways in which he will benefit from doing so — not how others will benefit by his doing so. This exactly opposite motivational approach is one of the reasons that a professional collection agency will frequently succeed when a college business office has failed.

3. Mr. Partridge states that a collection agency will antagonize the former student to the place where he will no longer be salvagable as a contributing alumnus. Then he proceeds to suggest "permanent and forced withholding of academic records until bills are paid."

His assumption that referral to a professional collection agency means automatic antagonism may be somewhat allayed by the knowledge that only 3 per cent of the delinquent accounts collected by A.C.A. members last year had to be referred back to the creditor for collection through legal action. Ninety-seven per cent were collected through salesmanship, helping the debtor find a way to get himself out of the hole he was in, and then working closely with him to see that he did so.

4. Mr. Partridge's suggestions of "establishment of reasonable and 'payment expectation' dates, and automatic periodic reminders are both interesting, but I'm afraid so loose as to be almost worthless.

When a debtor is set on a payment plan, you will allow him to commit himself only the amount he knows he is able to pay, then, this agreement is put down in writing, is signed by the debtor, and is a positive and accurate statement of what the debtor can and intends to do. If he is even one day late in making payment, one of several immediate alternative steps must be taken. Unquestionably, in a letter this short, these can't even be touched upon.

After the first collection letter, further letters are usually a waste of money, because they are one-way communications. Bills remain unpaid because there is a problem, real or imaginary, and, as letters cannot determine the problem, they cannot help the collector find the solution.

Finally the most valuable part of Mr. Partridge's answer is the final paragraph. [*It should never be forgotten that it is far easier to collect a*

(*Continued on Page* 10)

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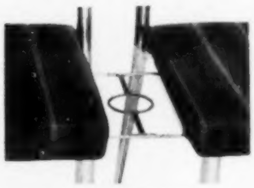

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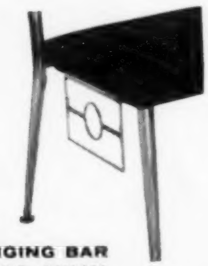

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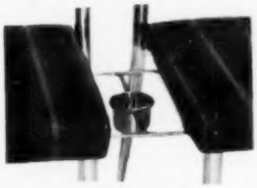

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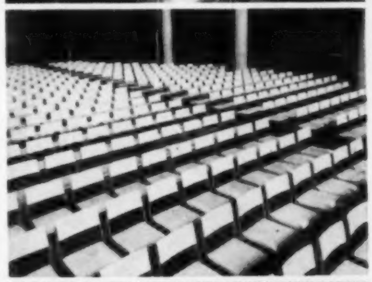

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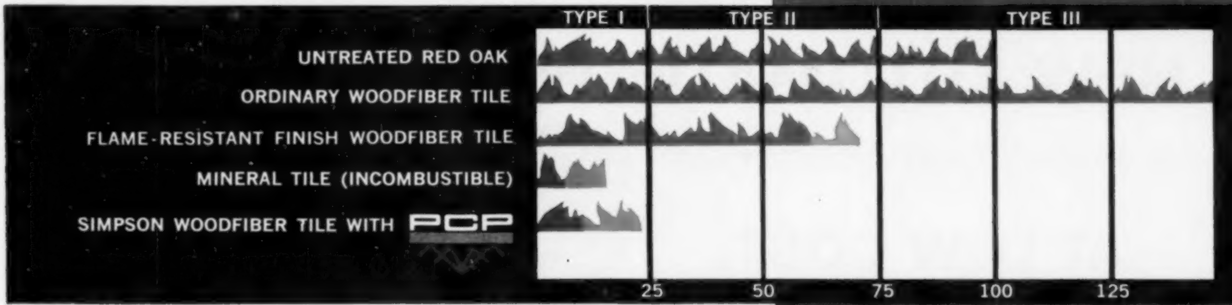

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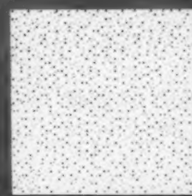
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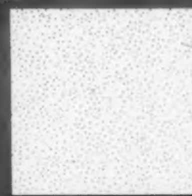
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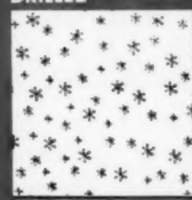
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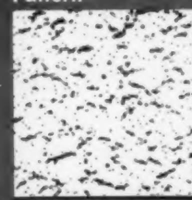
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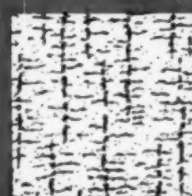
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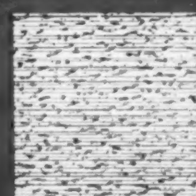
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(Continued From Page 6)

current account than one that is delinquent. The best collection system is one that prevents delinquencies by prompt and drastic action the first day after an account becomes overdue.] With it, we agree 100 per cent.

Hope this information will be interesting and valuable for your readers. — JOHN W. JOHNSON, *executive vice president, American Collectors Association, Inc.*

Workshop Is Success

River Forest, Ill.

Editor:

This past week we received the report of the Workshop of the College and University Fine Arts Center sponsored jointly by Perkins and Will, architects, and COLLEGE AND UNIVERSITY BUSINESS magazine. We think that COLLEGE AND UNIVERSITY BUSINESS, as well as Perkins and Will, should be commended on the holding of this particular workshop, as well as the publication of a digest of the conversations and discussions. I am sure that many schools will use this as a guidepost in the programing of fine arts facilities on their campuses in the future.

We also, here at Concordia, wish to indicate to you that we enjoy receiving COLLEGE AND UNIVERSITY BUSINESS on a continuing basis. We sincerely hope that your management will find it possible to continue this fine program for the colleges and universities in this country.

Keep up the good work! — FRED SPURGAT, *business manager, Concordia Teachers College.*

Mirror Mirror

Philadelphia

Editor:

I just read with interest the article "How To Recruit Residence Hall Staff" in the October 1961 edition of COLLEGE AND UNIVERSITY BUSINESS. I think it is excellent. However, I am sorry to see the very caricatures of the person the authors are trying to recruit! These are no recruiting posters. I think they defeat the intent and purpose of the article, and I would hope they would be omitted if the article is used again. — *Name withheld by request.*

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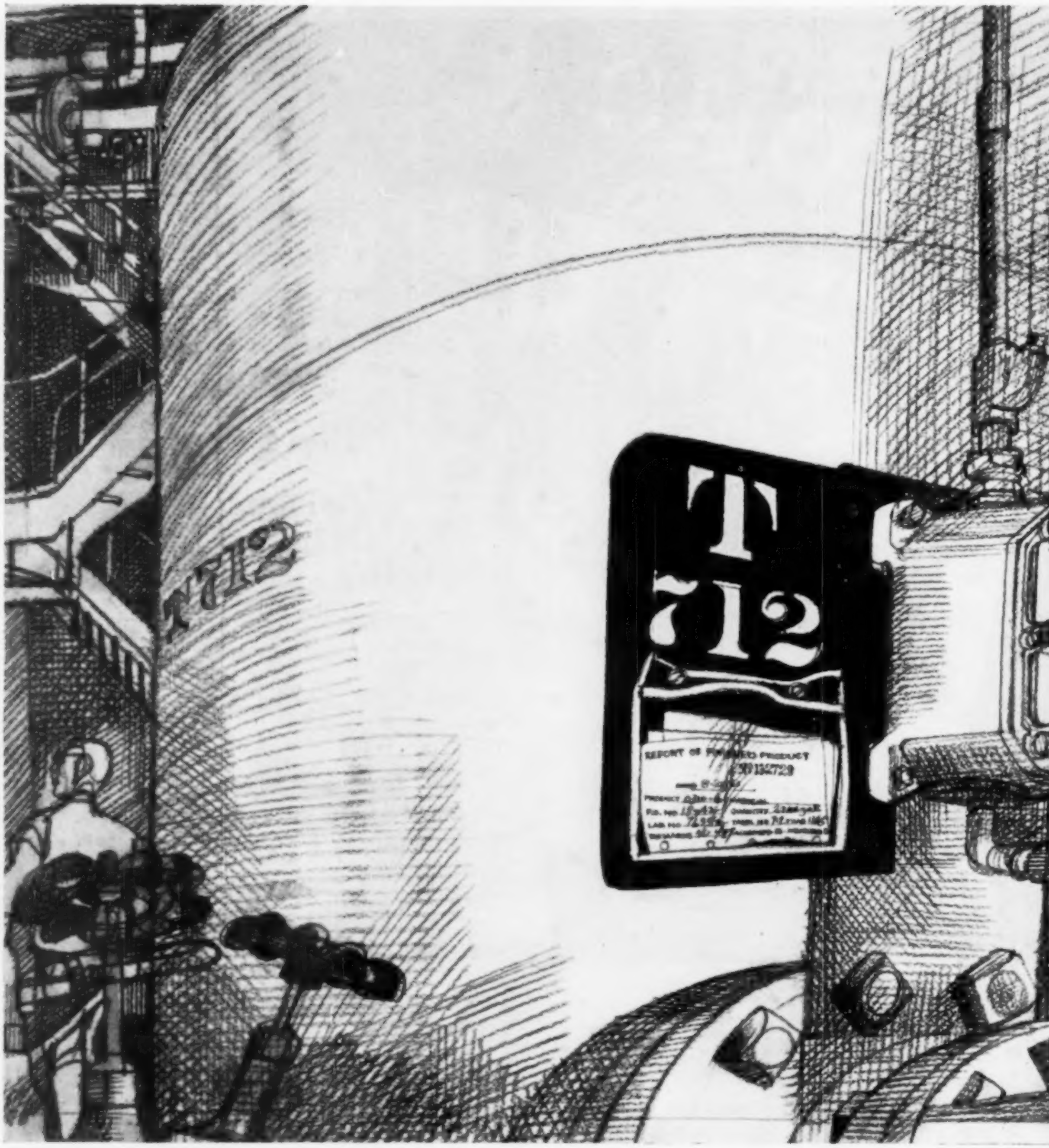

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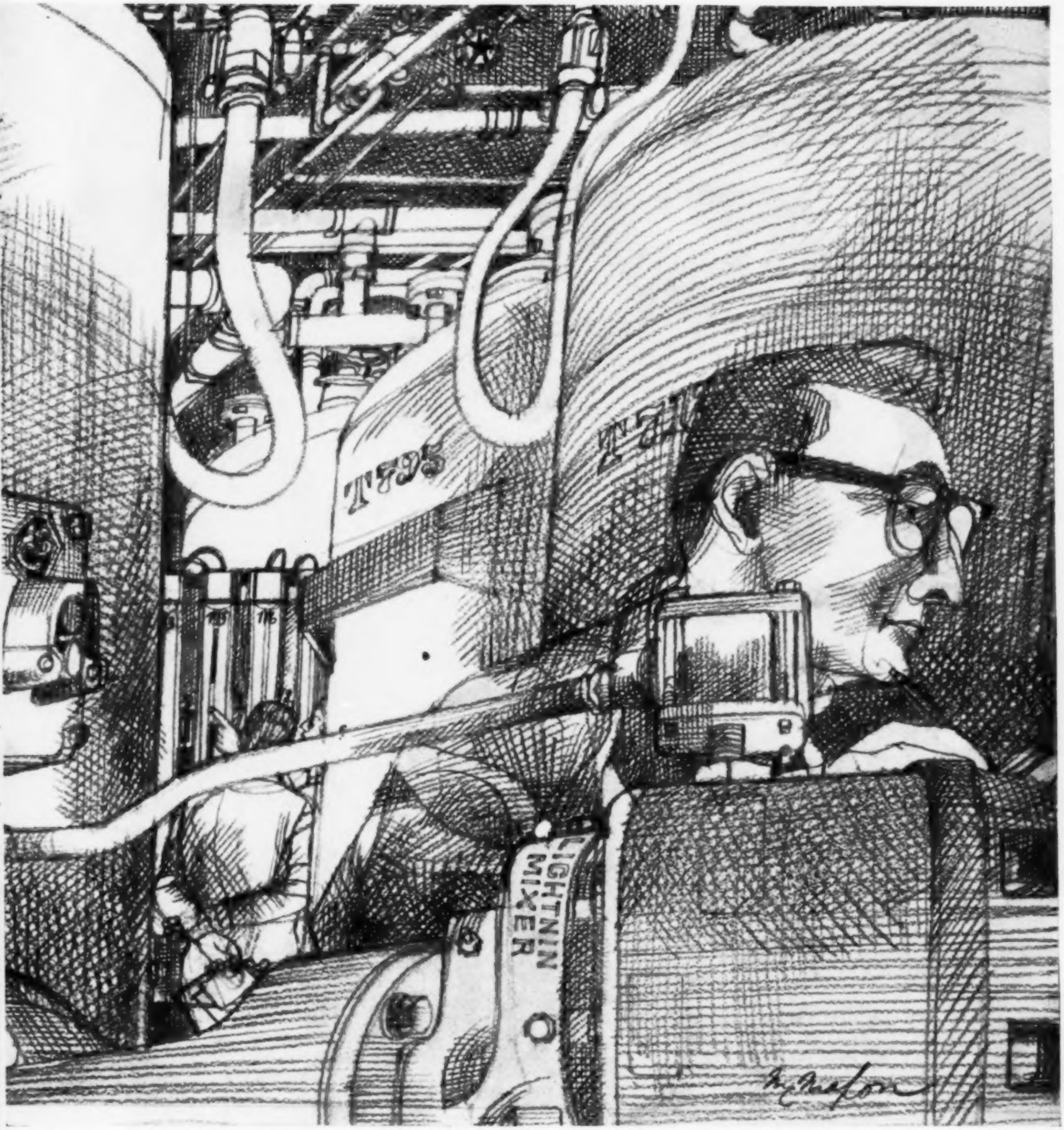

rejects it. That's how we protect you and how we protect ourselves. It is the reason we can guarantee every one of our products. Johnson's makes many heavy-duty products for building maintenance. For instance: WAXTRA!, a new combination of polymers and waxes that offers advantages neither could give you alone; and STEP-AHEAD, today's standard for quick-maintenance finishes; or FORWARD, the buffered all-purpose liquid cleaner that works so fast, so hard, so thoroughly. These and many others. All these products have one thing in common. They come to you as you expect them to. Always highest quality. Always exactly right. Every time.

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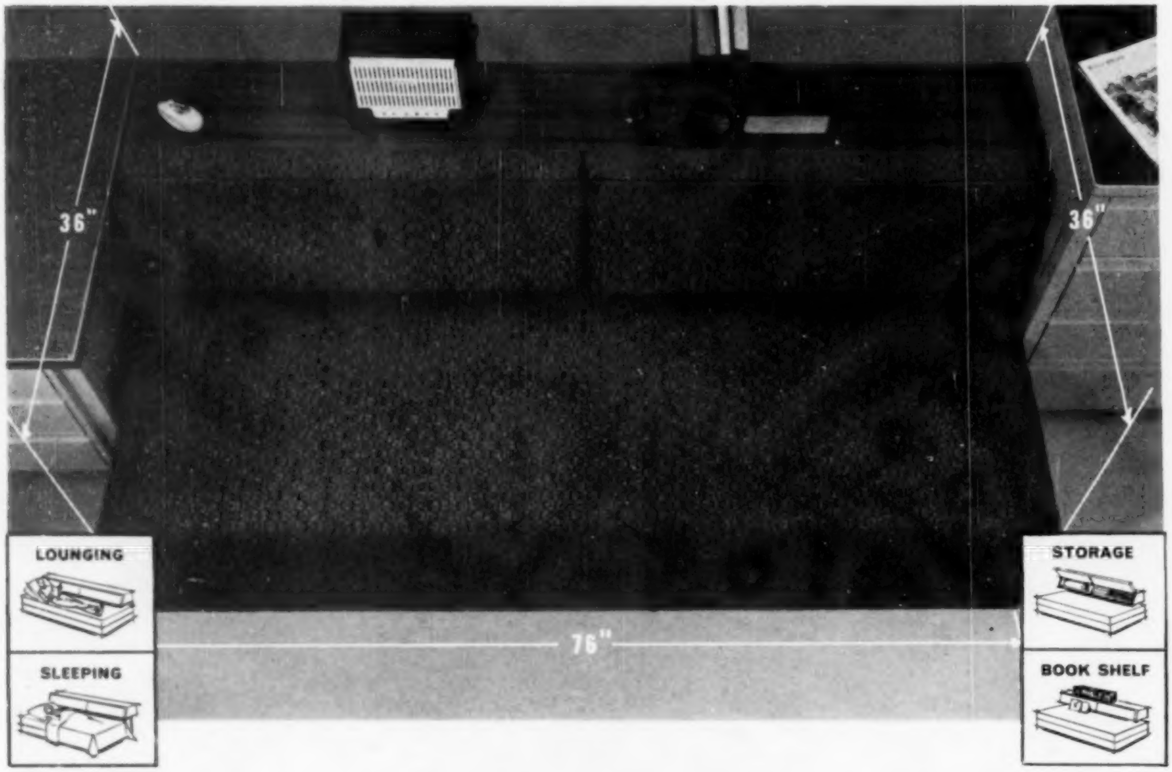

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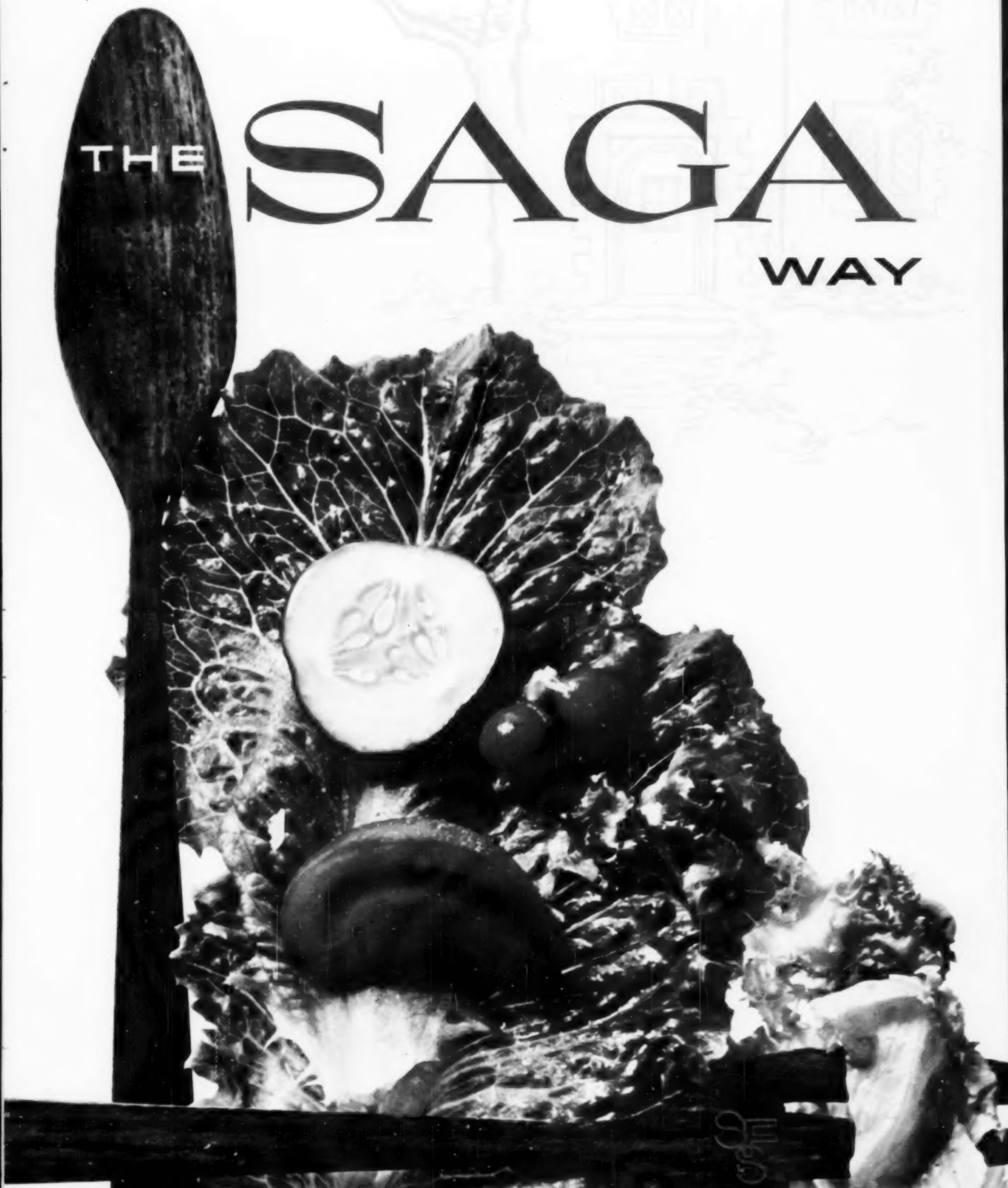
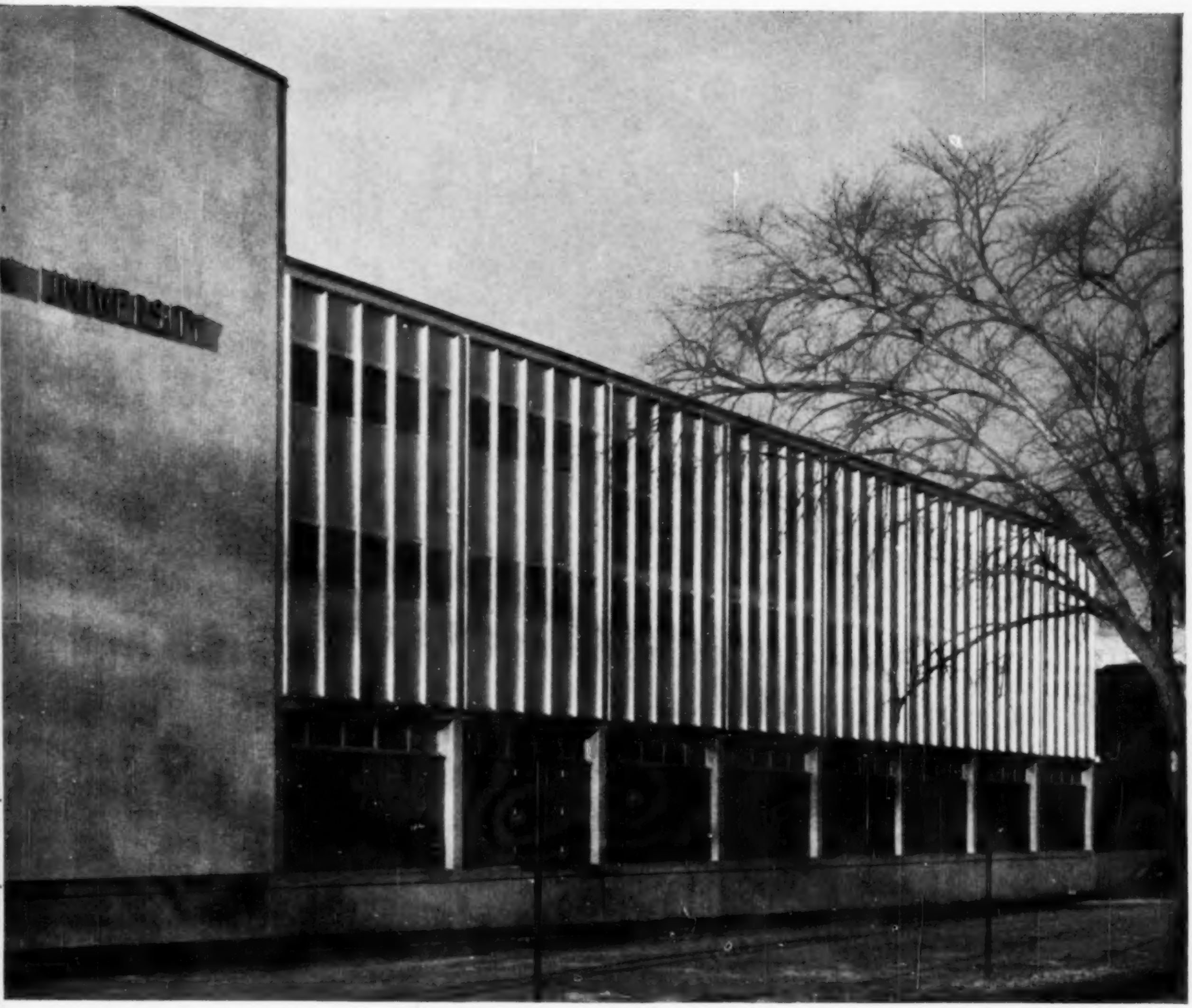
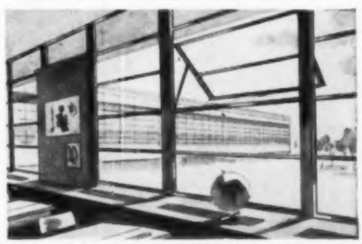




Sargent Gymnasium, Boston University, Boston, Mass. Architect: Fdwin T. Steffian, Boston, Mass.
Contractor: George B. H. Macomber Co., Boston, Mass.



 For more information, circle this page number on card facing back cover.

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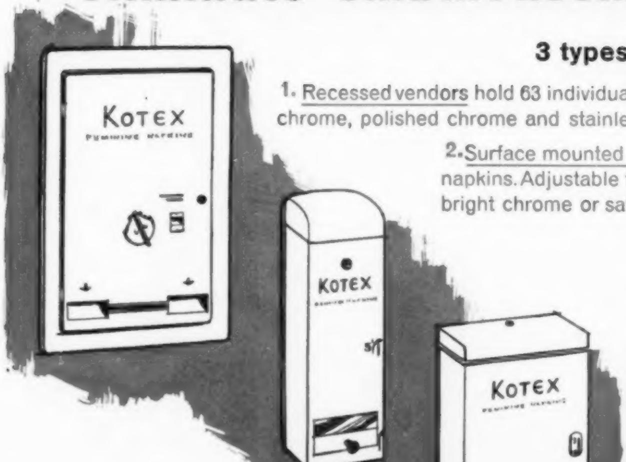

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The great convenience of restroom vendors is appreciated by both pupils and teachers. And only Kotex offers three types—making it the most complete personal service available for your school. All are easy to install—all have trouble-free, longer-wearing cold-rolled steel coin mechanism.

Vending machines for Kotex belts augment this needed service.

More girls prefer Kotex feminine napkins than all other brands

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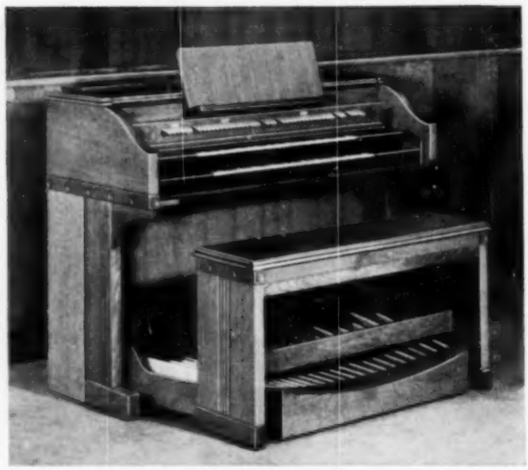
Title__________ Address__________

City__________ Zone_____ State__________



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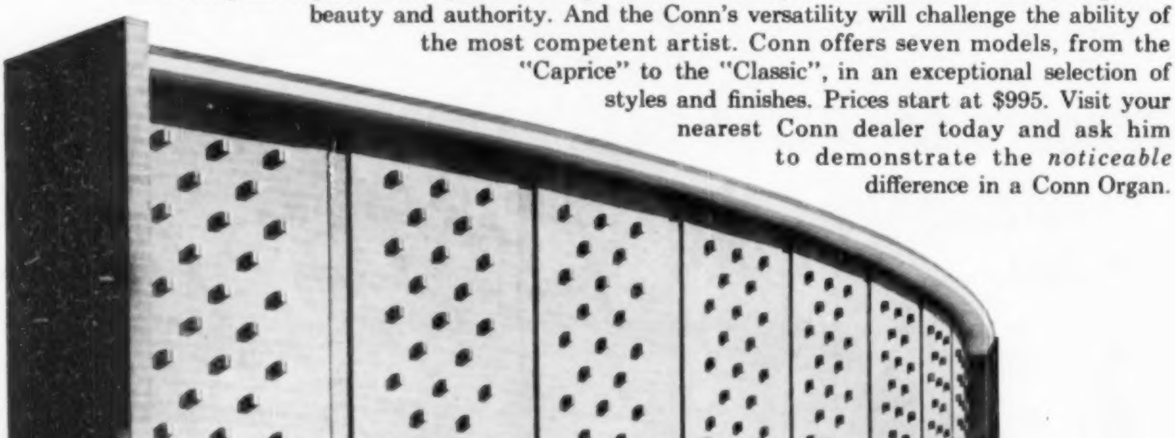

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college
AND UNIVERSITY
business

NOVEMBER 1961

Fund Raising — and Development

AS COLLEGE and university administrators anticipate the financing problems of higher education they become aware of the necessity for better planning in the decade ahead. The same tired inadequate solutions to perennial problems offer little hope.

Out of this concern has evolved what is being called development. Development offices and officers are concerned with the total future of the institution. These persons do not permit themselves to be limited to fund raising campaigns alone. The development officer assists his president and the board of trustees in getting the big picture — an awareness of the real potential of the institution — in proper focus.

Such understanding comes from a thorough appreciation of the proper function of a college or university as a place for teaching and learning. Obviously, therefore, an institution must concern itself with recruiting and retaining the best faculty possible. A college will not grow or develop into an institution of significance if it is handicapped by a mediocre faculty. Trite and glib phrases in promotional literature cannot gloss over something mediocre or convert it into something substantial. An institution can't sell quality if it doesn't possess it.

The first order of business in establishing a program of development is to make certain that an academic environment of top-level quality exists. With such a foundation, the chances of success in a development program are substantially enhanced.

An adequate development program for a college or university does not rely on one source of support. Full consideration must be given to all aspects of development: capital gift campaigns, annual alumni funds, operating funds, gift programs, wills and bequests, corporation gift solicitations, and proposals to philanthropic foundations.

It is important that the institutional administrator know that he has a sound institution or project which he can interpret and for which he can honestly solicit. Given this knowledge and certainty, there are many wonders that he can perform in behalf of institutional support.

This issue of College and University Business will devote a large share of its editorial content to a consideration of the proper place and function of a development program. The development idea merits additional study by astute practitioners of the art of college and university administration. It is with that thought in mind that the editors of College and University Business present this special issue on development and fund raising.

Ribicoff Pops Off

THE recent outburst by Abraham A. Ribicoff, Secretary of Health, Education, and Welfare, at the annual meeting of the American Council on Education in Washington sounded more like the roar of a frustrated bureaucrat than the observations of an educational statesman.

Referring to the defeat of the Administration's education proposals in Congress, Secretary Ribicoff scoffed:

"Where were you educators? You each were looking for a piece of the program. None of you were interested in doing anything for all of education. . . . I don't think you really care about education or that you are going to do anything about it. I don't know that you're ever going to solve the problems of education by coming to meetings like this . . . [where] "you read your papers and spout your statistics and scrounge for funds among alumni."

It must have been an exciting show, for newspaper accounts of the event reported prolonged applause at the conclusion of the Secretary's address — the proper accolade of an audience that has witnessed good drama.

Probably Dr. David D. Henry, president of the University of Illinois and chairman of the American Council on Education's annual meeting, placed Secretary Ribicoff's speech in proper perspective with his observation that "I think he [Ribicoff] misjudged his audience. I think we do have a commitment to education."

Dr. Henry couldn't be more right.

A Business Officer Critique

Gordon P. Freese
Executive Vice President, Art Association of Indianapolis
Former Vice President, Stephens College, Columbia, Mo.

IN A provocative guest editorial last November, Carl Lehman of Bluffton College charged the business officer was on the fringe of educational policy formation because he does not keep abreast of educational affairs. Agreed, business officers should be actively concerned with the educational life of the campus, and with the issues facing education nationally. But foremost, as Mr. Lehman suggests, we should be exercising leadership in the economic problems of education instead of fretting that we are not invited to discuss educational affairs.

Why have business officers in larger numbers not provided this leadership? I suggest that, with some notable exceptions, they have not been equipped to do so. What can we do about this?

We need to work toward an honest-to-goodness professionalization, in my judgment. A professional attitude does not mean the superficial trappings of membership, conventions and magazines. Rather, we should begin first to define better a philosophy of business management for educational institutions.

Second, we need to recognize and cultivate the best traditions within our field. An early figure in the field with zeal and dedication, such as James Hillhouse, treasurer of Yale University in the early Nineteenth Century, should be better known to us.

Third, we should establish greater aids to career development. Too many have drifted into business management without professional preparation. I suggest:

1. At least one outstanding graduate school specializing in the field. We need something comparable to the good graduate training done in public administration or hospital administration.

2. Services of a national secretariat. Here the recently established relationship with the American Council on Education may hold promise. A good personnel placement service is one need to be cited. Growth of the business officer requires shifting among institutions to exploit opportunities. Institutions, too, need this service. Fine placement services exist for faculty, development officers, alumni workers, and public information specialists. Why do we have only hit-and-miss arrangements?

3. We should increase research, development and reporting of standards. The work of Lloyd Morey in fiscal affairs and Thomas Blackwell in legal affairs have been inspiring examples. But far more should be accomplished on such subjects as fire and liability insurance, salaries and fringe benefits, the administration of foreign student exchanges, and study programs abroad.

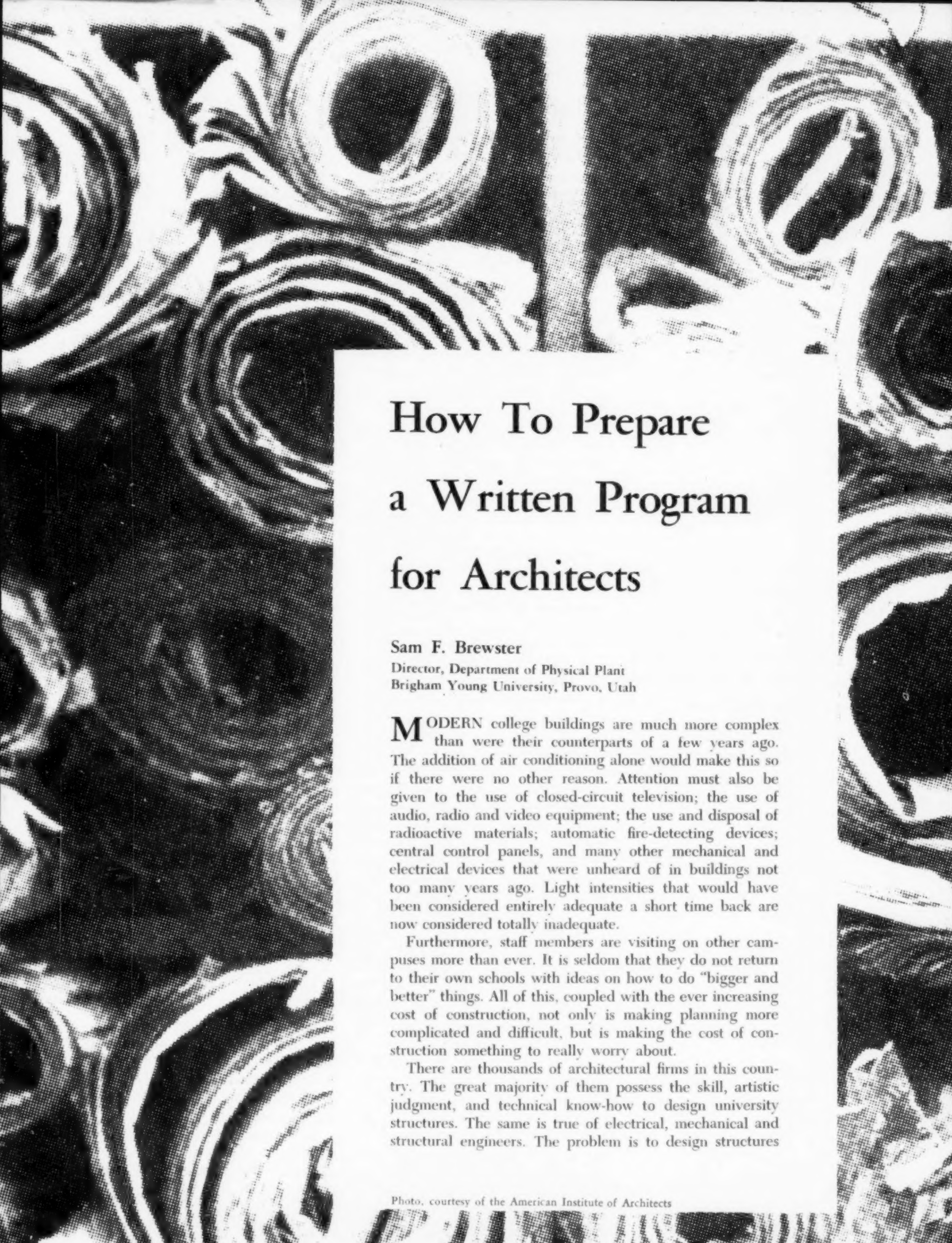
4. We need more active publications and conference programs. We should publish more monographs and comprehensive information on some of the aforementioned subjects.

Our national meeting should be planned by a secretariat. Contrast our meetings with those of the Association for Higher Education or the American Alumni Council. We need more frequent national meetings offering the business officer wider interchange with others having like concerns.

5. Perhaps for young rising assistant business officers there should be an advanced study program, opportunities for internship at other institutions, or in other fields such as physical planning or food service.

Finally, we need initiative. If we dislike the government's student loan program, we should have moved earlier to obtain backing for a national private credit institution to handle student loans on terms more pleasing to us. Why did we not establish a national cooperative tuition installment payment plan with the interest and insurance earnings coming back to the member institutions instead of to the private finance industry? The same might be said about the tuition refund business. Why have we no cooperative insurance brokerage system, similar to the educational and institutional buying cooperative? Why do we not have our own mutual fund for the investment program of smaller schools?

A philosophy of institutional business management, recognition of the best in our tradition, dynamic assistance to individual career development, and driving initiative can in a few years transform the atmosphere in which the business officer works. New blood will be more readily attracted. From these, a new respect will emerge. Authority founded upon professional competence readily gains respect.



How To Prepare a Written Program for Architects

Sam F. Brewster
Director, Department of Physical Plant
Brigham Young University, Provo, Utah

MODERN college buildings are much more complex than were their counterparts of a few years ago. The addition of air conditioning alone would make this so if there were no other reason. Attention must also be given to the use of closed-circuit television; the use of audio, radio and video equipment; the use and disposal of radioactive materials; automatic fire-detecting devices; central control panels, and many other mechanical and electrical devices that were unheard of in buildings not too many years ago. Light intensities that would have been considered entirely adequate a short time back are now considered totally inadequate.

Furthermore, staff members are visiting on other campuses more than ever. It is seldom that they do not return to their own schools with ideas on how to do "bigger and better" things. All of this, coupled with the ever increasing cost of construction, not only is making planning more complicated and difficult, but is making the cost of construction something to really worry about.

There are thousands of architectural firms in this country. The great majority of them possess the skill, artistic judgment, and technical know-how to design university structures. The same is true of electrical, mechanical and structural engineers. The problem is to design structures

Photo, courtesy of the American Institute of Architects

The problem boils down to this: How can the great multitude of messages from the university staff to the architect finally be transmitted into steel and concrete? In other words, what must be done to make sure that the building completed is the building that was specified?

that will serve adequately the complex uses that will be made of the many components of the buildings.

No matter how good the architect or engineer may be he cannot know, and should not be expected to know, how to plan a building to serve a large number of specialists without considerable help and assistance from the specialist-clients themselves. Thus, the real problem is how to transmit literally hundreds of messages from the university staff to the architect conveying the staff's wishes, needs, likes and dislikes, interests, theories, problems, and a multitude of other items in such a way that these items eventually can be translated satisfactorily into concrete and steel. The better this transmission of information is accomplished from the university staff to the architect and his engineering associates, the better the building will serve its purpose. The success of a building project, and the owner's satisfaction, may well be determined by how successfully the transfer of need and intended use by the owner is made to the architect.

There are several ways of working with the architect during the important early stages when the architect is attempting to familiarize himself with the basic requirements of his new job. *The least desirable way is to hire the architect and let him start to work before any real thinking and planning have been done by the university staff directly concerned.* A project planned in this way could end up as a good looking, structurally-sound building, but almost totally lacking in those details that will become very important to its occupants when the building is put into use.

Another method is for the university staff to prepare sketches and drawings to give to the architect. This method, while having some advantages, is likely to freeze thinking and to force the architect into using predetermined shapes and forms.

Another method is to prepare a "written program" on each project. This program can be, and often is, prepared before the architect is selected. In a written program, attention is given to the size, use and special requirements desired in the various areas of the building. Such a program cannot be the work of any one person or "special-interest" group of persons. It must be prepared by those who are to use the buildings and by members of the physical plant staff who are to operate and maintain the buildings. Such a program, carefully prepared on each project and supplemented by general instruction that are more or less applicable to all building projects, will enable the architect to produce acceptable preliminaries in the shortest time.

Preparing a written program in advance of plans is good for the future occupants of a building. In order to get approval of their proposals from the university administration, they must set forth clearly how they intend to use their future facilities. This organization of thought and procedure might result in better teaching and research, and it definitely produces more functional buildings.

At Brigham Young University a written program is prepared on every building project. We believe in this method of communicating our ideas to the architects, and the architects we have worked with also like it. We supplement each individual written program with general instructions, and require the architect on each project, in company with members of the university staff, to visit other campuses to study the good and bad features of similar projects already built and in operation.

To make any system work effectively requires organization. At Brigham Young University our planning work is centered in the department of physical plant. This department has three major functions: planning, construction, and maintenance and operation. The department is in charge of a director, who reports to the president of the university. In addition, there is a permanent campus planning committee of five men, appointed by the president. This committee is advisory only and makes all of its recommendations to the president. It reviews all plans for major campus development and interviews and recommends architects and engineers for all campus projects requiring their services.

The committee meets regularly each week. Deans, directors and department chairmen meet with the committee to discuss their building problems. Through this system of reviews and discussions, committee

members have become familiar with the space requirements of the university. The committee thus exerts a large amount of influence over individual project committees as to building sizes, extent of development, and cost of projects. It reviews all building programs, and meets with the president and his administrative council to discuss them. It also reviews all plans submitted by architects and engineers and, when satisfied with the plans, recommends to the president that they be accepted. The director of physical plant is the chairman of the committee.

Individual project committees are essential in planning major buildings. These committees are not to be confused with the campus planning committee. A project committee of from five to seven persons is appointed for each building that is to be planned, but the campus planning committee works with all of them. These project committees, working with the campus planning committee and with the department of physical plant, determine the many items required on each project and assemble them into written programs.

Once the architect on a project starts to work, the project committee works closely with the campus planning committee, and with the architect, through the adoption of preliminary drawings. After this planning stage, the project committee has less frequent contact with the architect, but is available when needed. During construction of the building, the project committee works with the university purchasing department in selecting furniture and equipment. As soon as the building is accepted and occupied, the project committee is dissolved.

Three important steps used in acquainting architects and their engineering associates with the requirements of Brigham Young University are: (1) a "written program" for each major project; (2) a set of general instructions to architects and engineers, prepared by the department of physical plant, and (3) a field trip to campuses with buildings similar to the one that is to be planned.

Written Programs

The "written program" is such an effective way of transmitting information to an architect that the index taken from the Brigham Young University "Program Requirements for the Married Student Housing Project, July 1959" is given in order to acquaint the reader with the scope of programing.

The table of contents lists the following:

General Statement of Requirements

- Location of Project
- Map of Approximate Location

Space Requirements

- Apartments
- Administration, Maintenance Shops and Laundry

Facility Requirements

- Site Development
- Parking Facilities
- Size and Shape of Buildings
- Utilities
  - Electrical Power
  - Water
  - Heat
  - Gas
  - Sewage
  - Telephones
- TV Antenna With Apartment Connections
- Trash and Garbage
- Mailboxes
- Materials of Construction
- Entrances
- Stairways and Elevators
- Air Conditioning
- Fire and Safety

Financial Aspects of Project

- Project Costs
- Rental Rates
- Amortization
- Operating Budget

Description of Rooms and Facilities

- Apartments
- Administration, Maintenance Shops and Laundry
- Playground for Children

Field Trips

When an architect is selected and is ready to go to work, he visits the university. At this time we sit down with him, go over all of the requirements as listed in the "written program," and discuss the general instructions with him. He visits the building site and is given full topographic information. After the architect has studied and has become familiar with the requirements of the project, he and two members of the university staff may visit several schools with similar buildings. One member of the university staff is from the physical plant department and one is a member of the project committee. Having the needs so clearly before him, the architect is in a good position to know what he is

Three steps used in acquainting architects with Brigham Young University's requirements were decided upon: (1) a "written program" for each major project, (2) a set of general instructions prepared by the physical plant, and (3) a field trip to view similar buildings.

looking for. Thus, more helpful information is obtained than would be the case if the trip were made prior to programing and briefing.

It is not enough to go out and look on these trips. To get sufficient information to reach factual conclusions, it is necessary to see and get information on the same items at several schools. To ensure that this will be done, a check list of things to see is made before the trip begins. When the inspection team returns, a detailed report is prepared, complete with sketches, photographs and written materials. These trips and reports supplement the other information the architect has been given, and he is then ready to start schematic studies.

The following is a reproduction (condensed) of the check list used by the architect and two members of the university staff in surveying married student housing projects at several institutions before actual planning was started:

It is necessary to get sufficient information on every item of construction in the buildings that you visit on your field trips so comparisons may be made and final specifications can be drawn.

UNIVERSITY ——————
- Location ——————
- Enrollment — Graduate Students — Married Students — Faculty——

HOUSING
- Number Students Housed on Campus ———
- Married ——— Single ———
- Number Resident Students ———
- Nonresident ———

MARRIED STUDENT HOUSING PROJECT
- Number of Projects ———
- Number of Student Apartments per Building ———
  - One-Bedroom — Two-Bedroom — Three-Bedroom ———
- Number of Faculty Apartments
  - One-Bedroom — Two-Bedroom — Three-Bedroom ———
- Number of Families per Building —
- Costs ———
- Rent Amount
  - One-Bedroom — Two-Bedroom — Three-Bedroom ———
  - Includes ———

RELATED FACILITIES
- Recreation-Children
  - Equipment ——————
  - Size ——————
  - Fenced or Not ——————
  - Number of Families per Area ———
- Recreation-Adults
  - Description and Size ———
  - Equipment ——————
  - Number of Families per Area or Room ———
- Nursery ——————
- Laundry
  - Equipment in Room ———
  - Size of Room ——————
  - Number of Families per Room — Floor Plan
- Parking and Roads
  - Width of Roads ——————
  - Location of Parking ———
  - Parking Spaces per Family ———
- Administration and Custodial Facilities
  - Size of Spaces ———
- Floor Plans ———

UTILITIES
- Heat ———
- Electricity ———
- Garbage and Waste Removal ———
- Telephones ———
- Mechanical Rooms ———

SHOPPING CENTER
- Services ———
- Ownership ———
- Size ———
- Construction ———

BUILDING
- Size ———
- Cost ———
- Construction ———
- Number of Floors ———
  - Below Grade ———

ROOMS — Floor Plan ———
- Bathroom
- Height of Tile on Walls ———
- Ceiling and Wall Materials ———
- Storage Space ———
- Size ———
- Items Stored ———

ENTRANCES
- Doors ———
- Mats ———

WINDOWS
- Frame Material ———
- Type ———
- Air Conditioning Facilities ———

WALLS
- Exterior Material ———
- Interior Material ———

FLOORS
- Material ———
- Covering ———

CEILING
- Height ———
- Material ———

ROOF
- Pitch ———
- Material ———

CORRIDORS OR OUTSIDE BALCONIES
- Width ———
- Ceiling Height ———

LIGHTING
- Type ———
- Footcandles ———

ELEVATORS
- Number ———
- Type ———

COLOR
- Quality of Color Design ———
- Person Doing Color Design ———

STAIRS
- Tread Material ———

FIRE PROTECTION
- Equipment in Building ———
- Alarm System ——— ■

Purchasing Policies: Part II

A second look at 55 ways to purchase for profit

James H. Edmondson Jr.
Executive Director, Alabama Association of Independent Colleges, Birmingham

CERTAIN purchasing practices were set forth last month in this two-part series (55 Ways To Purchase for Profit) as being recommended or "ideal" for an efficient purchasing program for an institution of higher learning. These purchasing practices were derived as part of a three-phase doctoral study. The first two parts of the study dealt with (1) the determination of good purchasing practices common to all areas of organized activity for which goods must be procured, and (2) the determination of which of these practices were particularly applicable to the college purchasing situation. The third phase of the study sought to determine the extent to which these practices were followed in selected small colleges.

Four-year, terminal degree-granting institutions, accredited by the Southern Association of Colleges and having enrollments of 1000 or less students, were selected to be studied. The decision to study these colleges was based upon the fact there was an average of 519 enrolled in all 1858 institutions of higher learning in the United States during the academic year 1955-56. It should also be noted that of 635 colleges with less than 1000 students enrolled, 112 were located in the area accredited by the Southern Association. State, private and church supported colleges were considered in an effort to make possible some consideration of institutional control as a factor in determining whether good purchasing practices were followed or not.

In order to determine the extent to which the so-called recommended or "ideal" purchasing practices were followed, a check list of the 55 recommended practices was prepared, and the senior fiscal officer of the college was asked to indicate whether a given practice was followed or not followed in his institution. The business officer was cautioned to indicate the practice actually followed rather than what he would like to be doing or what he considered to be ideal. The findings based upon the response to the circulated check lists are very interesting.

The interest and concern of college purchasing people for improved purchasing technics were apparent throughout the study. One significant evidence of this interest and concern was the high percentage of response to the check list of recommended procurement practices received from the business managers. Despite the fact that check lists were mailed to the colleges during the time that is ordinarily the heat of the budget preparation period, 94.6 per cent of the 122 business people solicited took time from their busy schedules to complete and return the check lists.

If one is interested in comparing his own purchasing situation with the purchasing situations of institutions included in the study, he may be interested in the typical college from which a response may have been received. Based upon background data supplied by the business officers of the college, a typical college of the study might be an accredited church or state supported, degree-granting, liberal arts college with strong leaning toward teaching training. It would have from 250 to 750 students enrolled.

The business officer would be called "business manager," "treasurer," "controller" or "bursar," and would report to the board of control through the president of the institution. This, in effect, makes the president the direct senior fiscal officer of the institution and the person responsible to the board of control for the efficient business operation of the institution. It should be remembered, however, that some institutions considered had enrollments up to 1000. In considering the extent to which the recommended procurement practices were followed or not followed, the check lists were analyzed in three ways: (1) first as a total group of colleges, (2) when the colleges were classified according to the size of the enrollment of the institution, and (3) according to type of institutional control. The principal objectives were to determine which of the practices were not followed generally by all institutions and whether institutional control or size of enrollment may have been determining factors in certain practices being followed or not followed. The findings might be summarized in the following manner:

Recommended practices having to do with the proper placement of purchasing authority, cooperative and ethical conduct by purchasing people, and the use of certain minimum purchasing forms were followed in the largest majority of colleges. On the other hand, a large majority of colleges indicated (1) a serious lack of use of proper fiscal and physical purchasing control practices, (2) inadequate propagation of purchasing policies and procedure, and (3) lack of use of purchase practices that permitted reduction of purchase cost by increasing the size of the order placed with the vendor.

Many of the practices dealing specifically with control were followed by 25 per cent or fewer of the colleges. If a practice was not followed by as many as 25 per cent of the colleges, it appears to be a matter of serious concern and represents an area of inadequacy in the total procurement program of colleges in general. Another interesting finding from the study was that the type of institutional control was a greater determinant of recommended practices being fol-

lowed than was the size of enrollment of the institution.

As a general rule, the governmentally controlled college exercised more prudent purchasing control and engaged in more detailed explanation of its purchasing procedures to all concerned than did the church supported and privately supported colleges. It appears that this finding should present an important area of investigation for the administration of these colleges. Generally, it is this type of college that frequently has less operating funds than the state controlled college; and for this reason, if for no other, it needs to gain greater optimum utilization of its funds through the use of more efficient purchasing practices and more exacting purchasing control.

An attitude of cooperation and service performance was indicated for those persons doing the purchasing for the majority of all colleges. Most persons performing or supervising buying recognized that their principal function was to serve the college in such a way that the principal functions of education, research and extension to the community could be most effectively performed. However, as a general practice the purchasing policies and procedures of the college were not adequately defined and explained. Specifically purchasing policy was not approved by the governing board, written statements of procurement practices were not available, and more than one-fourth of college business officers did not feel that their practices were adequately defined to the local community or vendors. It should be noted that as a general practice most state controlled colleges made available written statements of procurement practices, whereas the church and privately controlled colleges did not.

An area of principal agreement among the colleges was the practice of centralization of purchasing authority with the limited exceptions of permitting the librarian, director of food services, supervisor of properties, and bookstore manager to buy specialized needs. There was an indication of some laxity on the part of the central purchasing authority to control these specialized purchases through a blanket, but limited, purchasing authority.

Most colleges required the grouping of frequently used goods into as large quantities as possible so as to gain quantity discounts. However, the use of blanket or open-end purchase contracts with deliveries required to be made as needed were not used at all or on a very limited basis. These types of contracts probably represent one of the greatest potentials for cost savings in the college purchasing program. Cooperative purchasing through such services as the Educational and Institutional Cooperative Buying Service, Inc., was done most frequently by the church and privately controlled colleges, while only a few of the state controlled colleges bought cooperatively.

Again generalizing, the reason that state colleges did not buy cooperatively lies in the controls placed upon them by state purchasing regulations and a dependence upon the central state purchasing office, which is a form of cooperative buying. Purchasing agents of the individual state colleges indicated, however, a need for greater freedom of authority from the central state purchasing office so as to purchase goods locally that could be acquired with less long-run cost and more efficiency. Availability of service facilities was an important factor motivating this desire.

Probably the most disappointing finding of the study was an indication of general laxity in the exercise of adequate fiscal and physical control necessary for effective buying. Proper administration and control of funds available for purchasing was not generally indicated by the colleges. One of the most strongly recommended fiscal purchasing control practices, that of requiring the president's signature before a budget allocation could be overdrafted by a purchase request, was followed in a surprisingly small percentage of the colleges. Only 55 per cent required such authorization before overdrafting a budget account.

Proper facilities for receiving and inspecting

In the area of physical control, proper practices were not generally followed for receiving, inspecting, storing and inventorying the supplies and equipment purchased for use by the college. It appeared that in many cases an effort was made toward an advantageous purchase of goods, but little effort was made to ascertain whether the goods received were those for which the college had paid.

A common complaint at most colleges is that proper facilities for receiving and inspecting goods are not available to the colleges. The immediate answer to the problem, of course, is the establishment of a central receiving point for all goods received by the college except daily perishable food items that would have to be received at the food service centers. In the case of inspecting quantity, a count is not difficult at the time the goods are received.

When the problem of quantity determination is discussed with industrial purchasing agents, they simply refer to the laboratory facilities available and used for teaching science at a college. Most quality tests are simple and could provide physics and chemistry students with valuable practical experience in applied research technics. Few colleges indicated the exercise of any form of inventory control on the establishment of optimum purchase quantities. The establishment of optimum, maximum and minimum purchase quantities and the proper inventory control over such quantities represent another important area of cost control and reduction for the colleges. While there was still some laxity of control indicated by the state colleges, they as a general practice exercised a greater

goods are not available at most colleges.

degree of control than did other colleges. Most of them used some form of inspecting and inventory control.

Once again generalizing, this greater control exercised by state colleges is probably because of the stringent accountability requirements set forth by the state purchasing code. Regardless of the reason for it, the fact remains that the administrators of colleges subject to other forms of institutional government should investigate means of gaining a similar respect for prudent control technics and practices.

Defining or describing desired quality appeared to be indicated as a major problem even though the recommended practices for determining desired quality were in general use. Quality desired usually was a cooperative affair between the using department and the purchasing agent. There was some evidence of a lack of knowledge on the part of college purchasing people of the availability of descriptive specifications of the quality of specific commodities from such agencies as the Bureau of Standards and the private associations of purchasing agents. Most colleges indicated that an effort was made to purchase goods with the proper quality for the desired use without purchasing goods with quality in excess of or less than that which was needed.

There was no discernible difference among the colleges subject to the various types of institutional control regarding the following of the recommended practices.

Awareness of the right price, determined in the combined consideration of quality of goods and the service capacity of the vendor, was generally achieved according to the recommended practices. Limitations of a knowledge of the availability of alternate sources of supply and the limited use of negotiation to establish price act to a certain extent as determinants to the establishment and awareness of the "right" price of certain classes of goods. Mandatory minimum bid requirement of state purchasing regulations gave the state colleges an edge of efficiency in this category.

What appeared to be an area of controversy did not prove itself as such in the selection of vendors. Vendors were ordinarily selected according to their ability to serve the needs of the colleges in the most efficient and economical manner, preference being given to local vendors if all other factors were equal. Maintenance of good local public relations was the justification for the latter condition. Nonqualified vendors were allowed to bid or quote in all cases.

In selecting vendors, using departments were permitted to suggest sources of supply or brand names, but almost without exception final authority for the selection of the supplying vendor was vested in the central purchasing agent.

While there were disappointing findings in the study, there were also gratifying findings. Such a gratifying finding was the apparent high ethical standards that were indicated as guiding the college purchasing people in the performance of their function. This is as it should be in the use of public funds in such a trust position. Only in the case of the maximum value of a gift which a purchasing agent felt he was justified to accept was there any disagreement with the recommended practice. In this case, less than 10 per cent did not follow the recommended practices of accepting no gift in excess of the value of one dollar other than meals necessary to the facilitation of normal business procedure. The ethical practices were followed by equally high percentages in all types of colleges.

The maintenance of adequate records necessary to making sound and efficient purchasing decisions was not generally indicated by the majority of the colleges. However, widespread use was made of the minimum forms necessary to an efficient purchasing program.

Most colleges required the use of requisitions, requests for quotations, and purchase orders as the minimum forms. State colleges indicated the most frequent use of such forms and the proper recording of such forms, even though a majority of all colleges indicated their use. The recommended practices necessary to the effective utilization of the requisition and purchase order were also followed in the majority of the colleges.

The acquisition of major equipment was generally done according to the recommended practices. Most colleges preferred new equipment to old unless immediate cost and delivery was of sufficient importance to justify the purchase of used equipment. Also, it was indicated that if the aggregate of rental payments was not excessive, major equipment subject to infrequent use was rented rather than purchased.

The utilization and disposition of surplus property, including interdepartmental transfers of equipment, was left to the discretion of the purchasing agent. Once again, however, the proper control and inventorying of major equipment was not an indicated virtue in the vast majority of colleges. It should be noted that in the case of state colleges the disposal of surplus property was not assigned to the purchasing agent as frequently as in the case of other colleges. Generalizing once again, the reason probably lies in the nature of state purchasing regulations.

Excepting isolated cases, in the case of only three practices was there a discernible and continuing increase in the frequency by which a practice was followed as the size of the college increased. It appeared that as a college increased in size, there was a greater tendency for a college to participate in cooperative buying agreements, to make use of blanket or open-end quantity contracts requiring

delivery as needed, and to make more effective use of the minimum forms necessary to a good purchasing program.

Discrepancy of the proper utilization of sound procurement practices appears to be indicated here. One would ordinarily think that it would be the smaller college with less purchasing power that would take advantage of the greater buying capacity made possible through a cooperative buying association and the larger purchase quantities made possible through larger quantity purchase agreements. In all probability a college will use similar amounts of office, janitorial and maintenance supplies year after year. Such supplies can be purchased at less cost when they are placed on a yearly quantity basis from one vendor than if purchased on a hand-to-mouth basis.

One argument frequently advanced against such agreements is the lack of money necessary to pay the vendor at the time the contract is consummated. However, many vendors will enter into such agreements at the lower prices made possible by the larger quantities and accept payment only as deliveries are made. It is not always necessary to know exact quantities at the time the agreement is made. Frequently, they may be made with estimated quantities with fixed maximum and minimum limits. Most companies operate on production and distribution schedules.

Blanket or open-end agreements make possible more effective scheduling of production and distribution. Consequently, the lower costs made possible through planning are passed on to the college in the form of lower prices.

Conclusions, Recommendations

When the recommended procurement practices and the extent to which they are followed by colleges are viewed in retrospect and as a total set of criteria (it should be remembered, however, they were not set up as criteria *per se*), the college procurement programs of the colleges surveyed were generally good. There were, however, several areas of major concern for college business administrators. The conclusions and recommendations in this article are limited to those areas. They are presented here:

Conclusion 1. From the extensive analysis of literature available in the field of purchasing for all areas of organizational activity, it is evident that there are certain good procurement practices that should be followed regardless of the activity for which the "act of purchase" is performed. Many of these purchasing practices have been recommended upon sound evaluation as being particularly applicable to a college procurement program.

Recommendation: The existence of such practices and the indication that many of these practices related to specific areas in the procurement program of small colleges are not being followed should lead the administrators of small colleges to examine their individual purchasing programs in terms of the recommended practices.

Conclusion 2. There is evidence that proper attention is not given to the definition, explanation and propagation of the purchasing program to all persons affected by them.

Recommendation: Attention should be given so that procurement practices are properly defined and explained to all groups interested in and concerned with the satisfaction of the colleges' needs for fixed assets and consumable goods.

Conclusion 3. In general, few methods are employed in the small colleges which make it possible for them to purchase in such quantities as to command the best price possible.

Recommendation: In order to place orders with vendors on the most advantageous terms possible, college business administration should consider the advantages of quantity, timed delivery, or blanket contracts and participation in cooperative or pool buying agreements such as the Educational and Institutional Cooperative Buying Service, Inc.

Conclusion 4. The necessary forms for an efficient purchasing program are in general use in the small college. However, adequate records are not maintained for the proper utilization of such forms.

Recommendation: In order that favorable purchasing decisions might be made consistently, care should be exercised to see that adequate purchase records are maintained and utilized.

Conclusion 5. Adequate control, generally, is not exercised over budgeted funds available for purchasing in the small college or over the receiving, inspecting, storing and inventorying of goods purchased for use in the colleges.

Recommendation: The administrators of small colleges need to review carefully the extent to which fiscal and physical control is exercised in their institutions and should take immediate steps to correct deficiencies in control. Furthermore, consideration should be given to the advisability of establishing a central store for those items most frequently used. (Authorities in the field of purchasing estimate that from 75 to 90 per cent of the average purchase dollar is spent for as few as 10 to 15 per cent of the total number of items used.) The central store would provide for the proper receiving, inspecting and inventorying of all goods.

Conclusion 6. Although the colleges studied were all accredited by their regional accrediting agency and are, therefore, assumed to represent quality practices in educational policies, their procurement practices are far from optimum. Also, it was noted that the state controlled college is more apt to follow recommended procurement practices, including the exercise of proper control of the purchase function, than is the college subject to other types of institutional control.

Recommendation: Regional accrediting agencies should make a more critical analysis of the utilization of sound business procedures by the college at the same time they attempt to establish the adequacy of its academic program and its financial support. Adequate financial support is only one side of the scale of financial soundness. Specifically, the accrediting agency should encourage the administrators of nongovernmentally controlled colleges to review and take steps to improve the purchasing practices followed in their institutions.

Presents a Challenge

Finally, the results and recommendations presented in this study should present a challenge to college administrators continually to study their individual problems of procurement and to seek improved methods of reducing costs so that they may more adequately provide education for the large number of students who will have to be educated in the future. ■

Administration Study No. 7

DEVELOPMENT

A New Concept

Use of Trustees

Tax Incentives

Role of Counsel

A NEW CONCEPT

. . . in support of higher education

Thomas A. Gonser
Gonser and Gerber, Chicago

IT IS significant to note the number of colleges and universities in America that have established development departments in recent years.

While some development departments date back more than a quarter of a century, the trend has accelerated greatly since World War II. Hundreds of such programs have been started in the last decade.

Unfortunately, not all trustees and administrators realize what it is they have established.

Although development means many different things to many persons and development departments may differ widely from campus to campus, the movement toward development has brought about three main contributions to higher education:

1. Greater over-all institutional planning.

2. A clearer image of education to the publics on whom the support of education depends.

3. A more systematic method of long-range financing of colleges and universities.

The term development was created in Chicago 38 years ago at the time expansion programs were taking place concurrently at Northwestern University and the University of Chicago. It is not a matter of record what one single person thought of the term, but I know that at Northwestern we applied this phrase — development program — to a long-term plan (I worked at it 25 years there) for the growth of the institution. We offered to our friends and prospective donors "investments for all time" in the cause of education.

After nearly four decades of working in this field, I would define a development program as an effort on the part of the entire institution to analyze its educational philosophy and activities, to crystallize its objectives, to project them into the future, and to make sure that its highest destiny is realized by taking the necessary steps to reach its established goals.

This definition of a development program is not difficult, but it takes a lot of understanding. The situation is complicated by the fact that the term development has been taken over by fund raisers to cover nearly every type of campaign. In addition, as the word is used on college campuses today, development is both a concept and a function.

One of the reasons why some persons have not grasped the development concept is that they think starting a development program means only saddling the president with another job, or maybe hiring a development director, or at the most setting up a new department.

But development comprises the *entire institution* — in all of its parts and all of its activities. Development includes the educational program which is the reason for the existence of the institution. It includes academic planning that charts the kind of support and resources required by the college in meeting future goals. It includes the administration and trustees. It includes the faculty.

Development includes the business side of the school, too. Continued growth is built on confidence. For an institution to achieve the confidence of its publics, it must show that it conserves its resources wisely and that it is accountable to those who invest in it. And, of course, development includes all those activities of an institution that help to obtain new resources and to help it grow in excellence — financial resources, good students, interested friends, ready workers.

Thus, development is an institution-wide concept. An effective development program involves the entire institution and all of its related publics.

I have been referring to development as a concept. The term development has also been used, for lack of a better word, to describe an administrative organization within an institution. We created this administrative setup years ago at Northwestern University when those offices that were concerned with obtaining new resources were grouped into one area.

Functionally, development is the third activity of an educational institution, ranking along with academic affairs and business affairs. We believe that this is so basic and so logical that the entire institutional chart, beginning with the committee organization of the trustees and proceeding right down through the administrative and staff positions, should be grouped into these three institutional functions: academic affairs, business and development.

The development program itself has three main objectives:

1. Building acceptance for the institution.

2. Providing the kind and quality of students that the college or university wants.

3. Obtaining financial support for current operations and capital growth.

We are talking here about such administrative activities as public information, publications, publicity, student re-

cruitment, alumni and fund raising. These functions are best coordinated under one office.

Role of Development Director

The person who can most effectively coordinate these functions is the development director.

We have long held that since the development director is concerned with one of the three main activities of the institution that he should be given the stature and rank to help him do his job. That is why we often refer to him as the vice president for development and recommend that he be placed on the organizational chart along with the vice president of academic affairs and the vice president for business and finance.

The development director relates to the whole institution, but his functions are sharply defined.

He does not direct the college's business affairs; yet he must know the economics of his institution in order to organize a program for financial support. He does not direct institutional planning; instead, he implements the faculty's blueprint. He does not take over the job of the faculty; but he must understand the program and the goals of his institution and higher education well enough so that he can carry on his own unique job of interpreting his institution's goals and organizing his publics to see that these goals are achieved.

Such a man deserves respect and status from his colleagues on the administrative staff and faculty and from the publics of his institution. There is dignity in this kind of development approach. This is not huckstering. This is not passing the tin cup. This is not mere fund raising. This is asking a man to make an investment for all time in higher education. This is selling higher education.

Selling Higher Education

"Sell an educational program, not a need" has become a maxim of modern educational philanthropy. It is a matter of record that the most dramatic accomplishments in financial support for higher education in the last decade have taken place at those institutions that have done a good job of interpreting their educational plans. Yet it is amazing how many colleges still embark on capital fund drives in which the only thing really publicized is the sum of money the college says it needs. It is not surprising when such a campaign falls far short of its goal. Most donors give substantially only when they know what their money is going for.

Colleges should sell ideas when they approach donors. An architect's drawing is not enough. Neither is a campus plan. Donors want to be told *why* the building is being constructed. What are the college's aims? What are its educational goals? These are some of the questions you have to answer when you stop asking for dollars and start selling education. It is a healthy thing for higher education that more and more foundations and corporations are insisting on the answers to these questions.

Experience in higher education bears out our contention that while great funds are needed for colleges and universities, the purely fund raising approach is no longer adequate. The way in which we go about financing higher education is crucial. We must stop asking for money and start selling an investment in education. I believe this so firmly that I don't even like to hear a college president referred to as a "great fund raiser." He will get far greater financial support for his institution if he remembers his primary job is to administer an educational program and if he creates a development team to enlist the support of his many publics in selling his educational program.

Education is a wonderful word. Today, more than ever, it must be understood and sold. People support those things that have been explained to them in a way they can understand. It is no accident that while many colleges suffer from a serious lack of classroom facilities and don't have adequate libraries, nearly every campus has a gymnasium and an athletic field.

This is because few academic programs have been the object of so much attention, so much glamour, so much emphasis as has intercollegiate athletics. What we need is to build a bleacher section for the understanding and support of the department of history, of philosophy, of literature, mathematics and all the fields of learning.

Even Mr. Khruschev has done a spectacular job in selling education for us! When he launched Sputnik four years ago, people immediately understood the implications for education. Across the campuses of America, you can see new science buildings, new laboratories, special refresher courses in science. I repeat: It is our job to sell *all* the fields of higher education. If we can help our publics understand our educational programs, we will get the financial support.

Continuity: Vital Ingredient in Development

This job of selling education — the development approach — is continuous, not spasmodic. Fund raising is periodic; development is never-ending. Perhaps the most important ingredient in a development program is continuity.

Thirty-five years ago when Northwestern started its alumni fund, we got $27,000 at the end of the first year. This year, total alumni giving brought in more than a million and a half dollars. This growth is the product of years of stimulating interest and years of consistently keeping in touch with the alumni.

Continuity is vital to success in development. Stick to the fundamentals in interesting donors in investing in the institution. Don't switch approaches just for the sake of change.

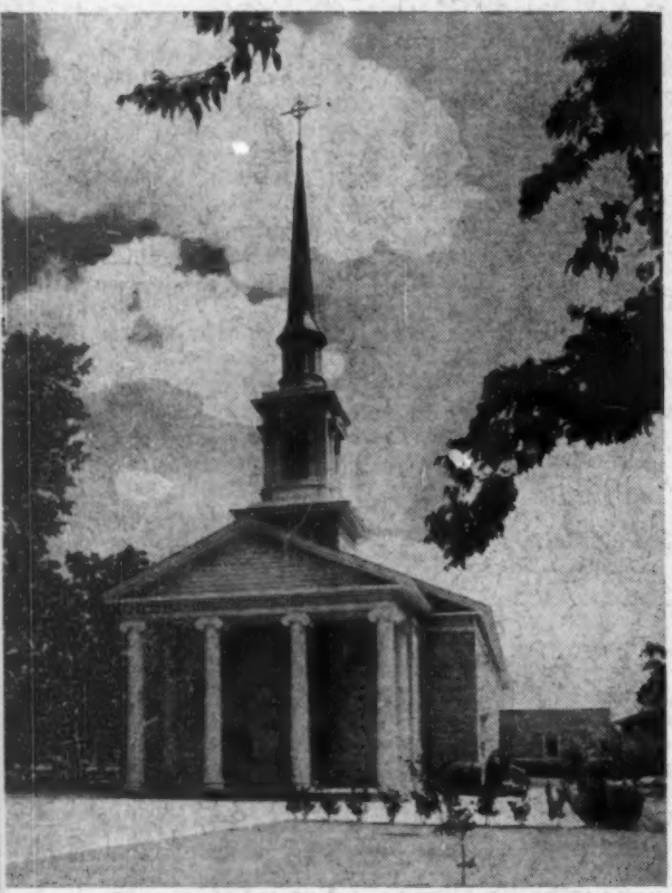
A Program for Financial Support

Because development is based on long-range academic planning, there are those who think it is concerned only with getting funds sometime in the hazy future. In fact, some development programs never get off the ground as far as obtaining financial support is concerned.

Just as a development program is something that a college or university should have started yesterday and must maintain without halting, so the development effort to obtain financial support should begin immediately.

From our experience in development, we have found there are four phases in obtaining financial support that should be part of a development effort. All four phases should be carried on simultaneously:

1. Annual Fund for Current Giving. This provides the financial undergirding year after year which few schools can do without. It is also an invaluable means of educating publics such as alumni, the local community, firms,



Personal trust funds can aid in the support of annual and capital programs and make possible buildings such as Wynne Chapel (above) of Austin College, Sherman, Tex.

An architect's model of the Ernest A. Johnson Memorial Science Center at Lake Forest College, Lake Forest, Ill. Construction of the building is made possible by a well run development program that emphasizes long-range plans.

foundations, individuals and parents to the meaning of the institution. The amount of money raised in the annual fund will increase year after year. Even more significant is the growth in participation and understanding of the institution.

2. *Selling Donors on the Institution's Academic Blueprint.* The long-range planning of the institution is of interest to every prospective donor. Used properly, an academic blueprint will help a school avoid multiple campaigns.

3. *Capital Funds Programs.* These are efforts to obtain funds for capital projects, large or small. Some persons call these campaigns. Under the development concept, they are not. They are programs of intensive effort with selected individuals or with selected publics. They do not interfere with the effort for current giving or with other special projects. In time they produce more money than traditional campaigns.

4. *Personal Trust Funds.* The creation of personal trust funds will aid in the support of both the annual and capital programs and also will create a group of friends who will be the institution's greatest investors. Setting up personal trust funds will get the institution back to the basic concept of development — projecting the entire story of the institution, what it is planning to do, and what it has done in the past.

Conclusion

College development is coming of age. Considerable progress has been made in recognizing the development function in college and university administration, along with education and business.

Colleges starting development programs have an opportunity to achieve greater goals for their institutions and to reach their objectives quicker than ever before. I urge college officials to be very careful in their development approach. Enough experience has been accumulated so that you can hang on to that which is good.

As a concept, development needs the understanding of the trustees of the institution and the support of the top administrators.

The three administrators — plus the vice president for development — form a cabinet that should be instrumental in making the policies of the institution. As a team they should strive to understand development. For development in its broad concept is just as vital to the business manager or the dean of the faculty as to the development director himself.

While the private college or university is being forced to undertake development work for sheer economic survival, many tax supported institutions of higher learning are finding that the development concept applies to their situation also. Taxpayers and legislators need to be better informed about their public institutions. Prospective students need better guidance on the qualifications they should have to benefit from the programs of these institutions. And private funds often are needed in areas where tax funds cannot be appropriated.

I believe that the progress of all our institutions of higher learning in the years ahead will depend on the development concept and the successful organization of continuing programs to obtain the support of both the private investor and the taxpayer for higher education. ■

'Somebody Has To Ask for Money'

John A. Pollard
Vice President for Research, Council for Financial Aid to Education, Inc.

THE American Association of Fund-Raising Counsel estimates that higher education now receives 15 per cent of total philanthropy, outpaced only by religion (50 per cent) and welfare (16 per cent). Health has dropped one percentage point back of higher education in its share.

Viewed in the larger context, the portion of the Gross National Product which higher education is getting, the trend in the last 30 years has been more perceptible. In a survey report published in 1959, "Nearing the Breakthrough," the Council for Financial Aid to Education offered evidence that in recent decades American higher education has been getting a gradually larger portion of the Gross National Product.

According to reports of the U.S. Office of Education through 1956, the share of the G.N.P. expended for higher education rose from 0.56 per cent in 1930 to 0.85 per cent in 1956. The C.F.A.E. estimates that the percentage was 0.99 per cent for 1957-58, and the dollar amount $4,327,000,000. In less than 30 years expenditures on higher education jumped 753 per cent, while the Gross National Product increased by slightly less than 380 per cent, and total personal income rose by 361 per cent.

By 1969-70, the Council for Financial Aid to Education estimates, our colleges and universities will be getting 1.3 per cent of the G.N.P. This will then, it is believed, have reached $700 billion (U.S. Government forecast) or $750 billion (Time, Inc. estimate). So higher education's share of the expanding national economy should be a minimum of about $9 billion a year, for all purposes — and this estimate is probably conservative.

In recent decades "the private sector" of our economy has been contributing to the support of higher education at a faster percentage rate of increase than any other source of support. In the C.F.A.E. 1954-55 survey of voluntary support a total of 728 colleges and universities reported $336,030,000. In the 1956-57 survey 904 colleges and universities reported $622,644,000 in gifts and grants, not including $199,523,000 in nonrecurring faculty salary endowment grants made by the Ford Foundation to 521 institutions that took part in the survey. And in the 1958-59 canvass, 1071 institutions reported $751,406,000 in voluntary gifts and grants received, for an increase of 20.7 per cent over the base total for 1956-57.

The best evidence of the continuous growth of voluntary support is provided by the experience of 517 four-year colleges and universities which have taken part in all three C.F.A.E. biennial surveys. The gifts and grants received by these 517 institutions increased by 94 per cent in the period 1954-55 through 1958-59 — at the rate of 23.5 per cent a year.

Alumni giving, which is the core and base of all voluntary support of colleges, has been growing in recent years at a rapid rate. The figures cited here are from the annual surveys conducted by the American Alumni Council. In 1949, with 189 institutions reporting, 435,591 alumni donors contributed $12,169,000 to the annual fund. In 1958-59, 1143 institutions reported that 1,384,247 alumni donors gave $45,496,000 to the annual fund, and $199,883,000 for all purposes.

Here are a few "lessons," the best thing I can offer after referring you to that light reading, "Fund-Raising for Higher Education."

Lesson No. 1. Money does not just flow into a college or university; it is earned on meritorious performance, and somebody has to ask for it. "A Program for Harvard College" passed its $82.5 million quota because many people who are devoted to Harvard organized to reach a specific objective, and went to see prospects. Alexander White, who was national chairman of the program during its first phase, emphasized memorably an old fund raising axiom. In his terms: "May I remind you that no cow will let down her milk in response to a letter or a telephone call; you have got to sit down beside her and go to work."

Lesson No. 2. There's money to be had, for the climate is now "benign." Almost $2 billion in voluntary gifts has been reported in the three C.F.A.E. biennial surveys.

Lesson No. 3. Don't overlook "the man in the street." He may not have a college education, but today the chances are strong that he wants it for his children.

Lesson No. 4. Don't expect Uncle Sam to "pick up the tab."

Lesson No. 5. New money naturally will flow toward the institutions that are now doing the best possible educational job with present resources.

Lesson No. 6. The key to the whole complex matter of adequately financing higher education is the decent compensation and status of the faculties.

New Potentials for Support

Fund raising is never easy. And there is no way of channeling gold so that it automatically flows to colleges and universities. But support may be found today for American higher education. Recent notable feats range from Stanford's getting $21 million for its new medical center at Palo Alto to Harvard's raising more than $82.5 million for the college alone. In between these high poles, numerous institutions of all sizes and kinds have reported notable fund raising accomplishments. ■

From a paper read at a Working Conference on Financing Colleges of Metropolitan New York, March 1960.

Many college and university administrators overlook a very important aspect of long-range planning when they ignore . . .

The Architect's Role

Nelson W. Aldrich
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EDUCATIONAL planning is the guide for campus development, and the needs of the institution create the image of the college.

I recently read an article by a prominent architectural historian and critic, Albert Bush-Brown of M.I.T. The very first sentence reads: "Primary among the facts to be faced *by the architect* of dormitories is the individual student himself." Later on he says, "*If the architect* ignores the scholar's needs for privacy, domestic scale, and identification with a small environment, his dormitories will miss the mark." The article continues with a very sensitive statement of the problems of dormitory design. However, the point that I wish to make is that in this article he places the responsibility for assessing the needs, reactions and environment upon the *architect* alone. I feel that planning is the responsibility of the trustees and the administration as well as the architect.

Basic educational philosophy should be involved in the design of every square inch of college property. The educator is the best authority on the needs of the student, and the architect is the expert on the environment which best fulfills these needs. The educator must state his philosophy for the architect's guidance and inspiration.

In this connection I would like to quote Mr. Bush-Brown again. He says: "It seems unbelievable that colleges should so often fail to clarify the educational program to be met by a building, while insisting upon matters of style, which presumably lie outside the competence of the educators. A firm of architects recently hired to design a large library for an eastern university could not begin any planning until two years of interviews with the faculty and administration determined what the educational objectives of the library were to be. Yet that same university, so uncertain about the functioning of a library, insisted that the style of architecture should unquestionably be Gothic!"

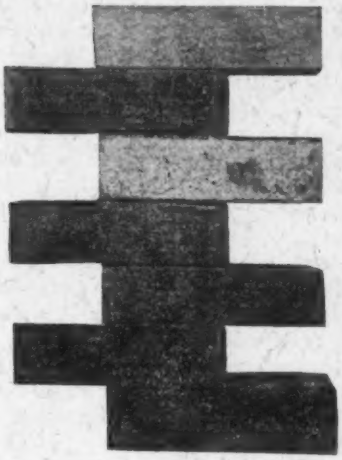
Now, how do we go about achieving the complex task of compiling what we call a long-range comprehensive plan. First, what is it? It has three essential elements: The first has sometimes been called the *self-study,* a thorough statement and interpretation of the objectives and functions of the institution. The accomplishment of this statement must be achieved through the closest cooperation between the trustees, the administration, the faculty, and the students. The architect's role in this process will vary according to the special conditions surrounding the particular institution with which he may be dealing.

In some cases, before the architect is called in, the college may have already embarked upon a self-study. In other cases, the architect may be asked to participate as a listener, and even help in this process of evaluation of the institution. Some institutions may require the initiative and leadership of the board of trustees; others will depend on the administration. But whatever *modus operandi* is chosen, the college must have firmly in mind the basic nature of the institution, its goals, and its limitations.

If a self-study is already in existence when the architect is employed, he must be thoroughly informed not only of its conclusions but the factors that led to those conclusions. It may well be found necessary to reopen many questions and change conclusions that were arrived at without full consideration of the physical limitations and/or possibilities. Under ideal circumstances, I believe it best that the architect be employed before a self-study is embarked upon.

The second major element in long-term planning is the *physical plan,* which of course must fully express the conclusions of the self-study. This physical plan should provide and locate space for all functions, minimize existing inadequacies, and make possible the desirable growth of

From a paper presented at the Bradford Conference on Financing the Woman's Two-Year College, Bradford, Mass. February 1961.



in Development

existing and anticipated functions. The arrangement of space on the campus should be conceived so that it not only operates with the best possible efficiency, but it also will provide for character, charm and atmosphere both appropriate and unique to the institution and the diverse purposes to which it is dedicated.

The third element of the long-range plan is a *plan for financing these long-range objectives*. The self-study and the physical plan should be approached at first without consideration of financial limitations, and thus the ideal image of the college will be on record. Only then can financial limitations be brought to bear on the long-range plan. Of course, financial limitations will always compromise the ideal. But if the ideal is known the compromises are clearly understood and more easily arrived at, and the true cost of the compromise will be known.

A long-range plan is never final. In our fast moving world all institutions are conscious of the rapid change in objectives, functions and financial resources. The physical plan must be able to respond to and reflect these changes. It will then serve to channel the continued thinking of an institution toward realistic action, and to guide and inspire the achievement of these changing goals. Long-range planning becomes at once a record of the past, the status of the present, and the image of the future. The physical plan must, therefore, always have what we call an "open end." The tools for achieving the open end are a land acquisition policy, room for expansion, and as low a density of buildings on the land as is possible to achieve within the requirements foreseeable at the time of planning.

Perhaps it would be helpful at this time if I cover quickly an outline of the process of achieving a long-range plan. We have two basic steps: analysis and synthesis. The elements of analysis of any educational institution are a statement of educational philosophy and future goals, applied to the following items: No. 1 is, of course, the future size of the institution, and this is probably one of the most difficult questions to answer that any educational institution has before it today. The nearest we can probably get to an answer is that all institutions probably will grow larger. In most cases, the administration and the architect must make a reasonable assumption as to how much larger. This assumption may be arrived at by a study of the capacity of the existing property of the institution; it may be arrived at by a sincere conviction that a certain number of students is ideal for the educational mission of the college. Population trends and other statistics are the guide for state supported colleges.

No. 2 is environment. This involves a study of the surroundings, an evaluation of the nature, character and evolution of the neighborhood in which the college is situated. It involves an assumption of density appropriate to its environment — urban or country, for example.

The next three items for analysis are academic curriculum, the social structure, and the extracurricular program, athletics and recreation. All of these, of course, must be studied in relation to the tradition and trends of the college, their existing condition, and their future development in the light of the college's educational philosophy.

The second major step in the analysis will be to take an inventory of the existing facilities. This involves location, use, size and statistical data relating to the region, the city or town, and the land, buildings and utilities of the college. After an assessment of the character, adequacy, quality and efficiency of the existing facilities has been made in relation to the standards set by the educational philosophy and the future goals of the institution, we will be ready for the synthesis.

The synthesis will consist of a preliminary programing of desired functions, and then a determination of the extent of alteration, addition and demolition of existing facilities. It will determine the amount and location of new

construction; it will establish the site plan and will permit a reasonably accurate estimate of cost of this ideal plant.

Then begins the step of reevaluation of the analysis and synthesis in the light of an estimate of financial resources, if this appears necessary. Here is where the compromises must be made. When this is done the time for action has come, and it is here that fund raising and design are started in detail.

At this point I would like to discuss design, or the architecture of educational institutions. One of the questions that has been posed for our consideration is, "Do the building plans of women's two-year colleges express the uniqueness of these institutions?" My answer to this is that they can, and they should.

No one would question the assumption that every college has its own unique character, its own traditions, and its own particular way of achieving the education of our young. It is the basic duty, in fact a compelling urge, of an architect to accentuate, capitalize and express the unique elements of his problem. Every work of art that has stood the test of time has a common denominator in that each does express a central theme, a basic idea, or a profound thought.

Architecture is no different in this respect from the other arts. So the success of architecture and planning largely depends on the complete understanding of this uniqueness by both the client and the architect. This success is, in the last analysis, based on mutual trust in the integrity and ability of the college authorities and the designer, and the complete understanding of both, of the field of competence of the other.

Let me illustrate how college architecture can be an expression of educational philosophy in a unique way. For many years Dartmouth College has had an active drama and art program tucked away in corners of the campus. When the war ended the trustees and the administration faced the problem of assessing the position of these activities in the educational life of the college. After much thought and study they concluded that the arts were a vital factor, but that they should not be included in the formal curriculum. They should be considered recreation in the highest and most serious sense.

The result is Hopkins Center, a $7 million complex of enclosed space devoted to the arts and their importance in everyday life. In this building, in addition to the theater, art gallery, studios and workshops, is also the social center, the post office, a snack bar, the faculty and alumni lounges, as well as the large music department and auditorium. This building is featured on the campus on a site of equal importance and balancing that of the Great Baker Library — symbolizing a unique relationship between learning and creation and recreation.

Another question that has been raised is: What can long-range campus planning contribute to successful fund raising? It is my strong feeling that long-range planning based on a thorough study of the past and present of an institution will lead to a plan for the future that will be of inestimable value in fund raising. The thorough introspection of the authorities of an institution, which is necessary in the first stage of planning, often reveals hitherto unknown problems, directions and solutions to present and future problems. The very process of taking inventory may well reveal solutions that can save money and create a more efficient operation within the existing physical plant and curriculum.

An illustration of this occurred recently in a school in a neighboring state, whose top priority needs were a new residence hall and enlarged athletic facilities. The first impulse was to build new residence halls and add to the existing gymnasium. With a consulting architect a thorough study of the site and the relationship of existing and future buildings was made. This led to a conversion of the gymnasium into a residence hall, and the building of a new and separate athletic plant. With this solution, the school gained more dormitory rooms in a very good building by a simple conversion, and the building of one of the outstanding boys' school gymnasiums in the East, at a considerable saving over their original cost estimates.

It is said that successful capital fund drives require about one-third of the money to come from very few large donors; the second third from a large number of fairly large donors, and the third from a great many small donors. It seems logical to me that large donors, whether they be individuals, foundations or corporations, will tend to give proportionately more to a total program that is carefully studied than to an immediate need for a particular building, a new professorial chair, or research program.

Moreover, if specific programs are tied into a long-range comprehensive academic and physical plan, a greater sense of the true urgency and need will be apparent to the prospective donor. A long-range comprehensive plan will yield many more opportunities for specific giving by a donor with a special interest, especially when he sees his special interest as an integral part of a whole plan for the future.

The long-range plan has a further advantage in that it permits a schedule for fund raising as well as for building. Priorities are more easily established, and temporary steps can be foreseen that will make the transition between the present and future easier to accomplish, both physically and financially.

Summary

Long-range planning is a cooperative effort by all levels of the administration and the architect. Sometimes the initiative rests with the administration, and sometimes the architect is called upon to guide and inspire. Sometimes the architect will feel obliged to question a decision of the administration when he sees conditions imposed that might hamper a true architectural expression of the special character of the institution. Many disciplines may be called upon to bring their knowledge to bear on the problem. Some of these are in the educational field, some are in the technical field, such as space utilization experts, engineers, library consultants, and so forth.

Professional fund raising advice should be sought at an early date. These consultants must be carefully coordinated into a team. The administration must take care in choosing a course between full participation on the part of faculty, students and other officers, and use efficiency in making decisions. Broad participation and efficiency do not go hand in hand. Design and planning by committee is difficult at best, so great care should be exercised in setting up the structure of the self-study process and the scope and limits of the committee work. ■

1 FOR THE MONEY

. . . and 2 cheers for Uncle Sam for setting up tax incentives that will mean more corporate gifts and private donations to our colleges and universities. Turn the page for informative observations by Willard Hunter.

IN THE conditions of modern life the rule is absolute: The race which does not value trained intelligence is doomed. Not all your heroism, not all your social charm, not all your wit, not all your victories on land or at sea can move back the finger of fate. Today we maintain ourselves. Tomorrow science will have moved forward yet one more step, and there will be no appeal from the judgment which will then be pronounced on the uneducated."

A recent pronouncement by a Western statesman on the cold war?

It was written in 1916 by Alfred North Whitehead.

Forty-four years later, in the most thoroughgoing presentation of the subject yet published, "Financing Higher Education 1960-1970," Dexter M. Keezer of the McGraw-Hill Publishing Company wrote:

"Upon the successful financing of higher education could depend our successful survival as a nation."

Ever since the first Sputnik went up in 1957, education has been planted squarely at the heart of our national survival program. Green lights have flashed down the educational right of way. Both the 1960 party platforms and candidates early went on record as in favor of increased federal aid to education.

Though currently quickened, this national concern has always been with us. Presidents from George Washington to John Kennedy have stressed the importance to our nation's future of strengthening our institutions of learning.

It is interesting to reflect, therefore, that there is some reason to believe that a shift in philosophy is taking place within the government. One or two storm signals have gone up indicating that some of the traditional tax exemption encouragements, long accorded to the voluntary donor, are to be removed and that the government's emphasis in aid to education will be less in the area of the exemption and more in the area of the grant.

A good argument can be made that privately supported education will not hold the place in the future that it has in the past. Whereas the ratio of tax supported colleges and universities to independently supported institutions used to be 50-50, the national figure is now more like 60-40 and rising. In California it is already 85-15.

This requires a lot of tax dollars, and rightly so, levied by the various levels of government and allocated by government officials as wisely as possible.

But for those who believe that in addition to this public sector of higher education the independent sector has an important place to fill (and this the tax supported educators are among the first to aver), there are disturbing signs that the government may be taking steps that might result in serious restrictions in the traditional sources of these institutions' financial strength.

Common Law Origins

The encouragement of private philanthropy by liberal tax treatment rests solidly on ancient precedent extending back into the Middle Ages and the origins of the English Common Law. Modern scholars have traced the language of the Statute of Elizabeth of 1601, the famous Statute of Charitable Uses, to the Fourteenth Century classic, "The Vision of Piers Plowman." This epic poem's colorful advice to the merchants of the day on charitable giving established the trilogy of religion, education and charity as areas of general welfare. The Statute of Elizabeth spelled out in legislation for the first time the tax exemptions enjoyed for many years by agencies in these three fields.

A general income tax was instituted in England in 1798, nearly a century before it was established in the United States, and, under Peel's Act of 1842, the income of charitable institutions was exempted.

In the United States the income tax of 1894 included an exemption for any corporation or association organized exclusively for religious, educational or charitable purposes. Although that act was declared unconstitutional, the same provision was repeated in the 1913 income tax act following the adoption of the Sixteenth Amendment and has been part of our law ever since. In 1917, the corollary principle of allowing a taxpayer to deduct a charitable contribution from his income before paying his personal income tax was enacted. Deductibility was also incorporated in relation to the estate tax in 1926 and the gift tax in 1932.

The reasoning behind the deductibility of gifts made in the public interest seems to lie in this: If a person is willing voluntarily to tax himself for institutions, like colleges and universities, which serve a public purpose, the state should excuse him to a certain extent from involuntary taxation which presumably also is for public purposes.

The House ways and means committee in 1938 stated it this way:

"The exemption is based on the theory that the government is compensated for the loss of revenue by its relief from financial burden which would otherwise have to be met by appropriations from public funds, and by the benefits resulting from the promotion of the general welfare."

In that year the Congress apparently turned down a proposal that would limit a donor's deduction to his cost basis, in those instances where he contributed securities or other property that had increased in value during his ownership. Thus the well established principle followed before and since was reaffirmed, that the donor is entitled to deduct the fair market value of his gift. This principle is now being seriously challenged, as we shall see.

The Senate finance committee report on the Revenue Act of 1950 answered the charge that deductions for contributions resulted in avoidance of income, estate and gift taxes:

"Outweighing this in the view of your committee is the fact that if these deductions are not allowed, still larger funds would be lost to private charity."

Education Exemptions Liberally Construed

Moreover, the courts have backed the Congress in these sentiments and have repeatedly adhered to a liberal construction of the exemption provisions related to charitable organizations. In Helvering *vs.* Bliss, 293 U.S. 144 (1934), the Supreme Court of the United States said: "The exemption of income devoted to charity" was "begotten from motives of public policy" and was "not to be narrowly construed."

In the historic Dartmouth College case in 1819, Chief Justice Marshall laid down this principle:

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"These eleemosynary institutions do not fill the place which would otherwise be occupied by government, but that which would otherwise remain vacant. They are complete acquisitions to literature. They are donations to education; donations, which any government must be disposed rather to encourage than to discountenance."

Development Programs

In these recent crisis years in education, most of the successful colleges and universities, even the state institutions, have formed "development" departments whose function is to stimulate organized support for higher education.

These development programs are designed to inspire the colleges' constituencies to greater activity on behalf of the schools and to spread as widely as possible information on opportunities and methods for giving to these survival fortresses of higher learning.

Such programs include intensified alumni drives, solicitation of corporations, proliferation of projects attractive to foundations, encouragement of bequests, and all the traditional sources of funds.

Life Income Plans

The bright new space-craft orbiting in the fund raising skies — the life income plans — is now the subject of much discussion and, sadly, of controversy, not only in the groves of academe but in the halls of government as well.

National publicity given to these plans in recent years has developed a rumbling in some quarters about "loopholes" and "corrective action." Growls have emitted from Washington hinting tighter interpretations and other ways of restricting the flow of gifts through this method which has proved so popular with the donor. Already one of the life income plans sanctioned earlier by the Internal Revenue Service has been stricken down, and in language that portends possible further trouble in the future. Recent conversations between college representatives and government officials tend to confirm these fears.

"All mankind's concern is charity," said Pope. But those taxpayers in brackets where particularly thoughtful analysis is required have naturally a special concern for charity, both as it affects their voluntary contributions to alma mater and as it affects their involuntary contributions to Uncle Sam.

Variations of the Life Income Plan

Gift Annuity. The life income gift has taken several forms. The oldest and perhaps best known is the gift annuity. This is roughly the same animal as the annuity sold by the insurance companies and is regulated by the insurance laws in the several states. The colleges sell their annuities at a higher cost than that charged by the insurance companies, and the difference in the cost is the amount considered to be a gift for income tax purposes. Under this type of agreement, the college agrees to pay the donor a fixed number of dollars every year as long as he lives. Since most of the income is regarded as a return of principal, there is very little income tax for the donor-beneficiary to pay.

Standard Life Income Plan. Both the colleges and the donors have found the newer standard life income contract plan more attractive, and this type of giving is now way out in front of the older annuity type. Under the newer plan, the contribution of the donor is added to the invested funds of the college, and on the amount of the contribution the average rate of return on all of the college's pooled investments is paid to the income beneficiaries for the rest of their lives. The return is fully taxable as ordinary income.

Share Plan of Life Income. Some institutions have moved to make the proposition more equitable for donors by adopting a unit system in their accounting practices. It is a device borrowed from the share system followed by the mutual funds. Each donor is assigned so many units in the pooled fund. The income to the donor from his gift is such proportion of the total net income from the pooled investment funds of the college as the value of the gift bears to the total value of the pooled funds. In an expanding economy, or an inflationary period, as the value of the entire pool rises the donor is benefited by the fact that his income is derived from a principal determined by market values rather than book values.

Charitable Remainder Trust. The donor's gift, subject to life income, instead of being added to the college's pooled investment funds, may be placed in a separate trust, with either the college as the trustee or an independent party as the trustee. In such a case, whatever income the trust itself produces goes for life to the donor-beneficiary, and the rate may be higher or lower than the average return being realized by the college's pooled funds. This feature appeals to many prospective donors.

Mutual Fund Plan. Another refinement of the life income approach, the so-called "Charity and Income Benefits Plan," for a time allowed the donor to place his contribution irrevocably in a trust whose corpus consisted of shares of a mutual fund, with both dividend income and capital gains distribution being returned to the donor for life, the principal then going to the college. This plan was ended by Revenue Ruling 60-385 last year on the ground that the agreement would have to require capital gains distributions to be irrevocably returned to the trust in order for the donor to qualify for an income tax deduction on the remainder value of his gift.

Tax Free Plan. None of these plans caused much stir outside college circles until the tax free plan hove in view. The tax free plan, with full benefits, lasted exactly three years, five months, and 22 days. On June 13, 1957, the United Presbyterian Foundation received a letter ruling from the Internal Revenue Service authorizing a plan whereby the donor contributed property worth more at the time of the gift than at the time he acquired it, and whereby the foundation agreed to convert the securities or other property into tax exempt bonds.

The ruling allowed the donor: (1) to deduct a part (the remainder interest to the college) of his gift, for income tax purposes, in the year of the gift; (2) to avoid tax on the gain in value of his contributed securities or property, and (3) to receive for life the income from his gift free of tax.

Colleges Fall in Line

Colleges and universities fell in line behind the Presbyterians and obtained similar rulings. The first was Pomona College in California, and the tax free arrangement has been called in some circles the "Pomona Plan." A 1960

survey by the American Council on Education showed some 392 colleges and universities were making the plan available.

The I.R.S. on Dec. 5, 1960, brought the tax free life income plan to a screeching halt by wiping out the capital gains benefits of the 1957 ruling. The *Internal Revenue Bulletin*, December 5, contained this published ruling (60-370):

"Where a taxpayer transfers appreciated securities or other property to a tax exempt organization, as trustee, which is under an express or implied obligation to sell such property and invest the proceeds in tax exempt securities, or exchange the transferred property for tax exempt securities, and to pay the income therefrom to the transferor (and a secondary beneficiary for life, if any) with the trustee acquiring a remainder interest in the trust corpus, the gain from the sale or exchange of the transferred property by the trustee is includible in the gross income of the transferor. Tax exempt income realized from trust investments and distributed by the trustee to the transferor beneficiary or to the secondary beneficiary retains its exempt status in their hands. . . . Where the trustee is under an obligation, either express or implied, to sell or exchange the transferred property and to purchase tax exempt securities, it is held that the transferor has given the trustee not the appreciated property but, rather, the proceeds of the sale or exchange which he has required the trustee to consummate. . . . The principles announced in this ruling will be applied only to transfers of property after Dec. 2, 1960, involving an investment of the proceeds of sale of the transferred property in tax exempt securities or an exchange of the transferred property for tax exempt securities. Any change in existing Internal Revenue Service position with respect to transfers of property not involving such sale or exchange, and reinvestment in tax exempt securities, will be prospective only."

Ruling Limited in Application

The ruling leaves intact the standard life income contract, the type of agreement under which the college is not *obligated* to sell the donated property. Nor does it prevent tax free agreements altogether. If there is no *appreciated* property involved, there is no problem in forming a trust whose corpus consists of tax exempts, the life income from which is tax free to the donor. Nor is there any prohibition of this type of trust if the donor pays a capital gains tax in those cases where appreciated securities or other property are given.

But of course it was the freedom-from-capital-gains-tax feature that made the tax free life income plan so attractive to many donors who found that in aiding higher education they could also solve for themselves very real tax problems.

Questions Raised

Ruling 60-370 raises some interesting questions. Does it portend further restrictions on the financing of higher education plans? Does it reveal a philosophy of government that may make colleges less dependent on individual donors and more dependent on government support? Has there been an overconcern as to a comparatively small amount of taxes that some donors are getting out of paying, and an underconcern as to the herculean task of strengthening the training grounds for future national leadership? Is not now the time to *encourage*, not *discourage*, *all* kinds of assistance to education?

College Advertising

Some mutterings have been heard that the problem has been aggravated by the advertising of these plans. Many institutions, including the big universities, church groups, and small colleges have offered their life income plans to the public through paid space in the national press.

Involving More Citizens in Supporting Education

The argument is heard that the plan would be all right if a college pursued it quietly with its own constituency. The implication is that to include thousands more in the exciting task of supporting higher education is somehow undignified or unethical or both. Experience shows that many a person who had no previous interest or concern regarding education, and who is attracted by the tax benefits of these plans, later becomes an enthusiastic participant in the educational process. An official of a college says:

"Often these people in their later years come to us in the first instance because we can help them solve a tax problem. When they participate in one of our plans, and become a part of the college family, they discover the personal satisfaction of making increased opportunities available for young people. They have something significant to live for during the rest of their days. We can see these people come to life."

Do we really wish to *restrict* this type of program?

The Gift's the Thing

Then too, in much of the discussion on the subject, the talk focuses on what the taxpayer is avoiding, not what he is sacrificing. Often lost in the conversational shuffle is the most important fact of all, namely, *the entire principal sum of the donor's contribution goes at the end of his life to the institution of higher learning absolutely and forever.* He is not only a cautious taxpayer; he has become a donor to higher education, and there must be millions more like him if we are to survive.

Present Treasury Position

Because of persistent rumors arising out of conversations between college representatives and government officials that there may be further inroads on traditional tax encouragements of college giving, the American Council on Education last spring queried the Treasury Department. This response from Stanley S. Surrey, Assistant Secretary of the Treasury, was reported in *Higher Education and National Affairs*, the American Council of Education's newsletter, of April 10, 1961:

"At the present time, no program has been initiated to examine generally the taxation of life income gifts. May I assure you, however, that if, at a later date, thought is definitely given to revising our published position with respect to the tax consequences of life income gifts, we shall be most happy to receive your views and discuss this

general subject with you and members of the American Council's Taxation Committee."

All of this still leaves much speculation in the air, and some prospective donors and their tax lawyers are beginning to feel a lack of certainty, although Leon B. Brown, a California attorney, writing in the magazine *Taxes*, September 1961, says: "In my opinion this language (the closing sentence of 60-370) changes this so-called 'adverse' ruling into a blessing to prospective donors, at least for the present."

Tax Loss Negligible

Surely there must be ideological reasons behind the squeeze on tax benefits to college donors. The financial argument that significant tax revenues are being lost to the government would be thin indeed.

A 1961 survey of 19 representative institutions most active in the life income plan field showed that the total endowment of the 19 equalled nearly $2 billion. Of this amount, $52 million was in annuities and life income contracts.

Even at mathematically maximum capital gains tax figures, the annual amount of revenues represented in the latter figure, as far as the federal budget goes, is negligible. In college budgets, however, especially in the newer and smaller institutions, obtaining or losing the gifts this kind of money represents could make the difference between excellence and mediocrity.

Public Relations Problem

Much of the problem in this area also stems from an unfortunate psychological climate created in recent years. This climate is the result of the college life income plans being linked in articles and comment with the naturally growing concern about "loopholes" and tax dodging. The impression is abroad that the colleges have opened up a haven for unpatriotic taxpayers.

An editorial 20 months ago in the *Saturday Evening Post*, an organ of opinion usually to be found on the side of independent initiative, headlined one of the plans as a "strange scheme to enrich the college treasuries." The same journal carried an article on income tax laws in its July 15, 1961, issue, in which full deductibility of a gift of appreciated property "to an approved charity" was lumped with other "loopholes opening up."

If H. G. Wells was right that civilization is a race between education and catastrophe, then a person is as patriotic giving his money voluntarily to education for survival as he is involuntarily giving it to Uncle Sam.

One college president put it this way:

"In general I believe it is less costly for the federal government, and more effective educationally, to encourage private giving than it is to raise the same amount of money in taxes and return it in the form of aid to higher education."

Although many college officials, particularly from the larger universities, supported the I.R.S. blow to the tax free plan, strong voices protested.

Mr. Kennedy's special task force committee on education, headed by Purdue's President Frederick L. Hovde, in its report just before the inauguration, recommended that the I.R.S. be asked to rescind its Ruling 60-370. Rumors that the committee later backed down on this recommendation have been denied by Dr. Hovde.

Another vigorous word is added by Herman L. Trautman, professor of law at Vanderbilt University, in the *Journal of Taxation*, August 1961, in an article entitled "Pomona Ruling Seen as Poor Policy and Probably Not Within Powers of I.R.S." The author refers to the Hovde task force committee's recommendation:

"The committee believes that rescission of the ruling will demonstrate to colleges and universities and to philanthropically inclined individuals that the Kennedy Administration is anxious to do all in its power to stimulate private giving in support of educational institutions. . . . Unfortunately (the) very existence (of this ruling) will irreparably damage and retard the efforts of charities to attract donors who might not otherwise be interested in making lifetime gifts to charity. . . . It will effectively frustrate an important method of giving on the part of older individuals who are desirous of making gifts to educational institutions before they die. . . ."

On the legal side, Professor Trautman concludes:

"It is believed that Revenue Ruling 60-370 will not be sustained as a proper interpretation of the relevant sections of the Internal Revenue Code. It seeks to substitute agency law for trust law. . . . The extent to which the work of educational and other charitable institutions should be either encouraged or limited by a tax deduction and the proper relation of this deduction to the exclusion of municipal bond interest are important tax policy problems for the changing of which the President and the Congress have the political responsibility. . . . Until the Congress and the President make those changes after due consideration and for general application, it does not seem appropriate for the I.R.S. to do this in a narrow, inconsistent, isolated situation, which, nevertheless, is of tremendous importance to the welfare of our society."

In State *vs.* Bishop Seabury Mission, the Minnesota supreme court in commenting on the public service nature of educational institutions said:

"It is important to inquire how such institutions may best and most successfully be encouraged. The 'encouragement' ought not to be limited to mere formal acts of recognition or praise on the part of the state or people, but to broad acts of such potentiality as will result in substantial benefit and assistance to them."

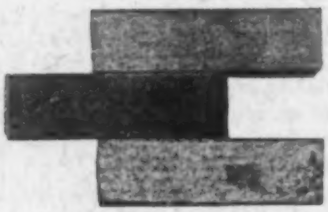
The dollars that will be skimmed off for the federal treasury by closing down the life income plans will be insignificant compared with the millions that can be expected to be raised for education through giving official blessing.

Practical Program

This is not a "strange scheme to enrich the college treasuries." It is a practical program for strengthening one of democracy's life lines.

With our college student population expected to go from this year's 4.3 million to an estimated 7 million in 1970, the federal government might well reconsider steps to give tax encouragement to those who are farsighted enough to take intelligent action on their own initiative and do something about it. ■

Seven Steps *To Win* Support



A systematic tool for approaching the problem of building support

Francis C. Pray
Vice President-College Relations
Council for Financial Aid to Education, New York

HIGHER education requires a systematic approach to the problem of building support. An administrative structure can be organized to accomplish this end.

The principles of the program are applicable equally to public and private institutions, large and small. Just the emphasis will differ. Every institution needs a faculty and a power plant, and every institution needs better understanding and support.

These remarks are based on three premises:

1. There is nothing mystical about organization of a good institutional support program. The steps are clear, and can be applied by an institution.

2. The principal tools are found in the administrative areas of public relations, fund raising, and alumni relations.

3. These tools must be brought together into a systematic, persuasive and persistent program in order to be of maximum use.

How many steps are necessary to win public understanding and support? There are *seven*. They constitute a relatively quiet but systematic process involving a commitment by the whole institution.

Step One

Develop a clear, vigorous and inspiring written statement of the character and goals of the institution.

This doesn't mean the typical catalog statement that the college builds character. I'm talking about the statement that sets your institution apart from others; its particular and peculiar reason for being; the definition of major policies as to size, curriculum, student body, faculty and campus. This statement will make evident the self-imposed limitations of your services as well as the vision of your aspirations.

In my experience, the lack of a written statement of goals and a definition of policies has been the cause of more mistakes in administration, more wasted time in committee meetings, and more confusion in the development program than any other single factor I can think of.

Step Two

Invite and encourage every member of the institutional family — trustees, administration, faculty, students and alumni — to participate freely and wholeheartedly in the accomplishment of the goals set forth for the institution.

This is essentially a morale step that is begun by involvement in Step One and will continue throughout the program.

Nothing, literally nothing, can be accomplished with a passive board of trustees, a divided faculty, an unwilling student body, an uncommitted administration, or a lackadaisical or obstructive alumni body.

I don't like to use the word "image" but I am really talking about the need to have agreement on the projected image of the institution as basic to the whole program for the success of the development program.

(*Continued on Next Page*)

From a paper presented at the Conference on Financing the Woman's Two-Year College, held at Bradford Junior College, Bradford, Mass. February 1961.

Step Three

We have set our goals and mobilized the family. Now, *undertake a searching analysis and challenging written description of the needs that must be met to attain the goals and accomplish the mission.*

This list will include buildings, if you need them; endowment, if you need it; land, if required. The needs may be expressed in dollars or in kind. They may not involve money at all. For example, one of your needs may be to have a better understanding of your college by high school guidance counselors so you may have a better choice of students.

Step Four

Identify and analyze the means required and potentially available to meet the needs to attain the goals and accomplish the mission.

This step involves a careful look at your constituencies — your key alumni, your friends, appropriate government agencies, your church, your community, and all general sources of money such as foundations, corporations, wealthy individuals, and individuals and groups important to your welfare.

Build a file of information on each source, whether it be an individual, a group, a corporation, a church, a foundation, a legislative leader, or a large segment of the general public.

Step Five

After the potential sources have been identified, and researched: *Write a prescription for a practical approach to each key person or group whose contribution of money, time or influence is important.*

This is the *"project level" operation*, perhaps the most important of all.

The important thing is that we prepare systematic *programs* of *action*, with time and place objectives, to attain *specific actions* with *specific individuals or groups.*

There is a law of physics which says that energy does work only when it acts on something. We are ready for action. Step One has set forth the goals. Step Two has concerned itself with mobilizing the family. Step Three has set forth the specific objectives or needs. Step Four has identified the sources of support to meet the objectives. Step Five has developed the prescriptions to transform potential support into actual results.

Step Six

Develop a coordinated, effective administrative organization and operating program to obtain the means to meet the needs to attain the goals.

The support commitment begins at the top. After the board of trustees has accepted responsibilities for the total institutional support program and has registered commitment to it, special board committees should be organized to bring constant attention to the program. Subcommittees may be organized in areas where board members have special influence, such as in corporate relations and special gifts, perhaps also in the areas of government or church relations, and in wills and bequests.

Let's look at it this way. The institution can be thought of as an organism in the midst of its environment. Some of the factors of this environment it can influence; some it cannot. It cannot change or influence, except in minor degree, its physical location (it usually can't go south for the winter), nor can it change the climate of the area (although it does heat and may air-condition its buildings).

It *can* influence, however, by and large, the people in its environment who are important to its welfare. In an earlier section we noted how these people may be identified and how prescriptions may be written to encourage them to give us support. But, administratively, how should an institution organize to do this job best?

The program should be coordinated by a senior administrative officer of stature equivalent to the chief academic officer and the chief business officer. The president now bears the same relationship to the development program as he does to other key phases of the institutional operation.

The president comes in at key decisions, speaks with people of major importance, involves all the other officers in institutional planning, delegates every possible function except those where his own presence and effort are necessary to success. These occasions may be fewer than some presidents would guess when the staff is adequate, but more than the president would wish if he has impossible dreams of delegating all responsibility.

Step Seven

Undertake a continuous follow-up and analysis, a sort of rolling reevaluation, to improve performance, assess results, and modify goals or methods in the light of changing conditions.

The institutions that are moving ahead have done two things:

1. They have clearly defined aims; they have set themselves the rigorous job of building quality; they have defined the area where they can serve our society.

2. In addition to these things, they have committed the necessary *money, time, energy, imagination* and *personnel* to the task of getting the support they need to meet their goals.

The institutions that are *not* moving ahead, by and large, are failing to improve through lack of the same elements. They are drifting in direction; they have not clearly defined a courageous line of action; they have not identified clearly a useful purpose that they can serve in society. They somehow have not won from their governing boards or administration that commitment to the development process which would supply the *time*, the *money*, the *energy*, the *imagination* and the *personnel* which are required if they are to make a major breakthrough in support.

The gap between the best and worst *is* growing wider. The public every year *is* growing more sophisticated. The public every year *is* better able to discriminate between quality and marginal institutions. Every year wasted, every month's delay in making your case for legislative support, or for private gift support, or for church support, or for better understanding, is a year or a month that can never be recaptured. ■

How To Select Counsel

What can the college president or trustee do?

Arthur C. Frantzreb
Consultant in Philanthropy, New York

FUND raising counsel is a highly specialized service, conspicuous when used correctly as well as when avoided. Counsel cannot be called in too soon in planning possible programs. Often a consultant's experience on one or two matters can save hours of unnecessary work and meetings. The problem is to select counsel whose integrity in giving honest advice can be trusted as being unmotivated by a commercial desire to further more profitable services.

Often the questions are asked: "Is counsel necessary?" and "Why?" Any answer by a fund raising consultant would be prejudiced, but let's consider the question this way:

if financial needs exceed estimates of potential;
if leadership is unknown, uncertain and/or inexperienced;
if the president is inexperienced and/or wary;
if the fund raising staff is overburdened;
if trustees visualize fund sources outside themselves;
if time is of the essence;
if major weaknesses exist in alumni and public relations;
if the needs seem trite and redundant; and,
if every effort must be expended to raise funds;

then, you need experienced, objective, honest fund raising counsel to appraise your situation.

You need counsel to investigate potential, to determine strengths as well as actual weaknesses, to indicate directions, to plan programs, to refine the sales story, to supplement (not replace) existing staff, to assist personally the president, and perhaps direct or manage an intensive program. When the sales story is set, when a plan has been formulated, when trustees approve the direction recommended, then, if fund raising counsel is retained, its principal function is to create continually the *urgency* and *necessity* for program action until success is achieved.

Considerations in Counsel Selection

Perhaps one of the most difficult tasks of institutional trustees is the selection of fund raising counsel. Some individuals and a few firms are committed to client programs for as much as three years or more ahead. There are fund raising organizations that will sell a client on their services, are retained, and then literally hire the first person who comes into the office and relax until he sends in a final report.

Member firms of the American Association of Fund Raising Counsel (A.A.F.R.C.) are required by association policies to meet certain minimum standards for membership such as volume of business, number of staff personnel, number of qualified campaign directors (qualified by length of experience) and subscription to the Association Fair Practice Code. However, such standards are not always maintained by some member firms; hence, A.A.F.R.C. membership per se is not *prima facie* evidence of quality service though it is the best such organization yet conceived to set standards. The continual enforcement of initiating standards leaves much to be desired. In view of this, what are the college trustee and president to do?

To select counsel consider the following:

1. Designate Selection Committee. To centralize responsibility and to be fair to counsel and institution alike, delegate the responsibility for selection of counsel to an existing committee (preferably the executive committee) or appoint the president a committee of one.

2. Staff Inquiry. Chances are that the business officer, director of development, alumni fund secretary, and/or director of planning have learned of effective and successful individuals and firms. They usually can provide specific knowledge plus an evaluation of staff, operational procedures, and professional attitude best suited to the institution's needs.

3. Trustees. Request suggestions from fellow board members with specific knowledge as to organization served, date, goal, success, president or top volunteer.

4. A.A.F.R.C. Write the American Association of Fund Raising Counsel, Inc., 500 Fifth Avenue, New York 17, New York, for a list of member firms and such pamphlets as would assist in the selection of counsel. Do not ask for recommendations; it cannot comply.

5. Yellow Pages or . . .? Conduct additional research among other resources for reference, i.e. bankers, chambers of commerce, better business bureaus, and so forth. The American College Public Relations Association, American Alumni Council, and the college business officers associations may also be useful.

6. Interviews. Using accumulated information, write three or four individuals or firms citing preliminary plans and requesting an interview for preliminary, no-cost discussion of services.

7. Proposal. After the personal interview, request a comprehensive proposal letter from counsel in whom there may be sustained interest.

8. References. When basic information is collated and there are facts, objectives, policies, staff names, and experience to check, telephone (do not write) for personal

reference clients served, or references given, plus other check-point sources such as neighboring college presidents.

9. Final Interview. After thorough inquiry the committee or president may present the top two or three candidates to the trustees for half-hour to one-hour interviews each. A special meeting is by far preferable owing to the complexity and difficulty of selection, importance to the institution, and fairness to all concerned.

10. Retention. A formal letter of retention must come from the board of trustees or, upon its authority, from the president.

Criteria and Warnings

In view of the foregoing considerations, how does the selection committee determine the best consultant for its institution? The following guideline is not all-inclusive but cites some of the *criteria* and *warnings* experience has taught the author to consider. They may be helpful in spotting phonies, unethical practice, overselling, cliches and stereotyped practices. The warnings cited are real.

1. *Sense of Responsibility*. Individuals and firms as well as clients must take time to remember that fund raising is the act of divesting holders of assets, thereby making them available in perpetuity for the good of mankind. This is a business with a spirit — the spirit of charity, love for mankind, call it by what word of service you wish. Faculty, facilities and services must be provided for future generations as they were by past generations. The real meaning for fund raising programs must not be lost in mechanics.

Warning: Watch for overemphasis on the mechanics of fund raising without the real motivation — sacrificial personal philanthropy. Counsel should be partners with the institution in bringing reality to the dream of growth and substance. Watch for lip service to ideals, while in the acid test action springs from other values and attitudes.

2. *Experience*. An important but elusive factor, experience most often is cited as justification for special consideration and/or qualification. Yet experience means nothing if such experience is not related directly to the institution by size, composition of trustees, distribution of alumni, needs, time funds are required, and so forth.

Warning: Ask for clients served in last three years, types of service, and dates of service. Also, beware of the formula system, plan or technic used successfully elsewhere as the way *your* institution's problems may be solved.

3. *Preliminary Technics*. The first contact with counsel may indicate much to the alert executive. Some firms have and some individuals may be excellent salesmen, who are dynamic on first impression and appear to know all the right answers, but the real test involves the ability to live with each other through success and disappointment.

Warning: Determine the salesman's *depth* by the questions *he* asks prior to giving a judgment. Watch for the glib con-man climate or an air of overconfidence by minimizing the scope of your problems. Watch for name dropping. Watch how articulate he is in differentiating his services. Watch for the use of the completed survey *report* as a sales technic to *get a campaign*. Try to determine how much counsel — honest counsel — exists as compared to "get-the-account" eagerness. How much is front line pitch-man?

4. *References*. Perhaps one of the most used and most inaccurate tools is the reference or recommendation procedure. Yet, in good conscience, references must be sought in the hope that honest opinions will be forthcoming. Unfavorable comment may come, however, if a consultant does not satisfy one particular client or the person contacted, but it might not be the consultant's fault. On the contrary, in some cases it would be high praise because the individual *respondent* fell down on the particular assignment given him by counsel.

Warning: Beware of names given by consultants; they are undoubtedly genuine friends. Check other individuals at the same institution, particularly the business officer, development officer, and program leaders.

5. *"Market Analysis."* Those institutions which urgently need capital funds or are anticipating an intensive capital fund program will be advised to submit to a survey or fund raising study by every ethical counselor, individual or firm. It is technically and humanly impossible to determine probable success honestly in advance of a "test" of the giving constituency as to their "state of readiness." Also volunteer leadership and key gift potential must be determined.

Trustees should also expect negative reports but each report should include a positive plan of action. Negative reports as to possible success of immediate programs can be a most valuable contribution of counsel.

Warning: (A) Expect that in an honest report (either in the verbal and/or the written one) there will be facts and situations reported that any board or institution may not wish to hear. If such does not appear, something is wrong. No institution is so perfect that conditions unfavorable to fund raising do not exist. Problems may lie within the board of trustees itself or with the president. If they exist, they should be reported and handled. Watch for "whitewashing" of survey reports to "protect" someone or some program and prepare the way for ultimate retention, hopefully. This practice — a prevalent one — is basically dishonest and a gross disservice. Also watch for studies which are preponderantly historical documentation. (B) Rules of thumb based on substantial, specialized experience plus population, industry and economic analysis will be proffered in lieu of an actual, individualized time consuming study. There is reason to suspect that with such a mechanical, impersonal analysis as an *initial* service that any eventual program management will be arbitrary, mechanical and stereotyped. Fund raising management service, if successful, must reflect too many intangible factors to be *that* mechanical or "scientific." (C) Also watch for counsel belittling the importance of the study as a two or three day or one week affair. What manner of security could thus be assured a reasonable and intelligent governing body? An institution, as an individual, gets just what it pays for. A free survey spells lack of institutional self-confidence, quality, dignity and premature overconfidence in counsel.

6. *Supervision*. This factor in counsel consideration is as loosely applied as it is stated in pre-retention discussion. Genuine supervision of assigned staff for capital, annual, deferred gift, or special project work is most valuable not only to the client but also to the staff director. Supervisors must be *seen* and their advice *felt*. There are just so

many supervisors around – pitifully few in view of demand. Hence, functional supervision is most important.

Warning: Beware of the casualness of attention to supervision policy as a criterion for selection of counsel. Also if supervision is not a specific fee charge the institution cannot count on much supervision. Too, check on how many accounts the named supervisor is supervising. It may point to weakness.

7. *Personnel.* Today as great an emphasis is placed upon the assignment of staff as on selection of prime counsel. If an intensive fund raising campaign is imminent, assigned staff is critically important. Some firms refuse to put their staff "on the block" for preliminary interviews as this impugns confidence in the firm, its officers, and its experience. Some organizations send a "typical" program director.

Warning: If staff is interviewed, be sure its experience is genuine and directional in fact. The staff person should be one from whom you can and will take direction. He should be inspirational as a leader, know his job, look and talk well. Check on staff turnover.

8. *Cost of Counsel.* Costs of fund raising campaigns are least understood. In the first place costs are and must be incurred regardless of "meeting the goal." An attorney's fees maintain even if the court case is lost. Suppose an institution needs a million dollars. If this sum were borrowed at 4 per cent the cost would be far greater for a 20 year period than the $75,000 cost to raise the same million dollars through a philanthropic gift program. As it happens, businessmen do not bristle at the former costs but do when considering the fund program costs.

Fees are charged in several ways. Counsel is available on a per diem basis from $150 and per annum from $5000. Charges are based upon time required on and off campus for services rendered. Surveys or fund raising studies consuming the full-time services of an experienced person for four weeks to six months or more cost from $3500 to $35,000. Intensive campaign services are based on the fees charged for the senior director – usually $750 to $1000 per week. Staff living, travel and some administrative costs are additional on an out-of-pocket cost basis.

Warning: Insist on a detailed, estimated budget. The campaign is where money is made by fund raising firms and it is made on personnel assigned. Watch for overstaffing with professional personnel. Also, do not force inexperienced staff personnel upon a campaign director. This usually will cost greatly in the end. Insist on periodic reports of expenses. Every institution should obtain a separate, outside audit of campaign records as of the date counsel closes the campaign.

9. *Creativity.* Trustee and institutional administrators alike know from experience with counsel that the actual fund raising service can soon become a mechanical procedure.

Increasing demands for the philanthropic dollar, gigantic needs, new public resources, new private resources, discovery of new technics merit real counsel – real advice to trustees, administrators and staff to expand methods, test new procedures, and so forth.

Warning: Note from materials provided the similarity of approach. Check with former clients to determine use of new ideas. There are certain basic mechanical procedures which must be respected, used and pushed to their successful conclusion. However, be wary of identical superimposition of "campaign plan" from another institution on your institution.

Clients must understand that whatever problems exist are theirs; help is at hand but only a hand extended in giving is in position to receive. There is no magic in fund raisers. They set up the conditions for action; they won't raise money or do all the work; and, they won't know all the answers.

What does fund raising counsel desire in client relationships?

1. *Highest Motivation.* There have been occasions when a president or a trustee has urged the development of a phony crisis or fund raising situation to keep up with another institution or for personal aggrandizement. Such an attempt to create a state and status of readiness is negative and unphilanthropic in concept. Ethical counselors with a sense of responsibility to the giving public will advise accordingly.

2. *Real Needs.* Counsel very often faces a list of needs "conjured up" or dictated by one person or one office. Today's demands for educational services are real and can be measured and be the basis of positive action.

3. *Attitude.* Clients should not approach counsel with a chip on the shoulder, daring assistance. It happens. The desire to accept help must be present together with the willingness to listen and to take advice offered.

4. *Action.* Institutions must retain and use decision making responsibility. The leadership must decide, not be pushed into anything. Counsel does not provide immunity from action or work but counsel can decline to continue if plans and schedules to which it is committed are not considered for *a priori* action.

5. *Confidence and Trust.* Every effort should be made to indicate to faculty, staff, students and friends complete confidence and trust in counsel. Displeasures or dissatisfaction should not become public property. Harmonious exchange must exist or counsel retention should be canceled.

6. *Patience.* Ample time must be provided for communication of plans. Sometimes volunteers move very slowly. Time schedules may be altered to leadership indecision. Too, the time between solicitations is long, particularly in the higher gift ranges. Money must go out before it comes back; many times months go by until the inertia is overcome.

7. *Red Tape.* If the study uncovers undue red tape (and counsel *can* recognize it) additional time may be scheduled due to necessity for "internal negotiations." The client must be ready and willing to subordinate expedience and penny-foolish economy. Counsel must have the tools to do the job needed. The client should be prepared to engage vendors outside the normal scope to get a job done quickly, qualitatively and effectively as counsel may suggest. After all, the client has retained counsel in these matters, too, and counsel is being paid.

8. *Time.* So often college presidents will exercise leadership in obtaining counsel and in planning to the point where they must take positive stands in administration and solicitation. All of a sudden the calendar becomes so busy that decisions cannot be rendered promptly, speeches made, nor top prospects solicited. A preoccupation with *busyness* delays the main *business* of leadership. ■

Good News for Private Schools

Ben Morton
Ann Arbor, Mich.

FOR the first time in the history of the United States, *private* institutions of higher education are enrolling fewer than one-half the total number of students. The trend began with World War II and the percentage is continually declining. It would appear that major attention in the financing of higher education has turned to increasing government participation, meaning, of course, a stress on public institutions.

The natural question arises at this point as to the future of private colleges and universities. Should they continue to take an increasingly smaller proportion of the students because of financial inability? Is there merit in the argument that it is in the best interests of us all to keep a substantial portion of higher education on a private nonstate and nonfederal control basis? Can we afford not to have private institutions continue to carry a substantial part of the load?

The answer here is that there is a real national advantage in having pluralistic higher education with its subsequent checks and balances. And, from the strict and immediate pragmatic point of view, it would appear that it is in the national interest to build up and strengthen existing institutions of higher education in addition to building new ones. Since there are at least two private colleges and universities to every public one, the implication is obvious.

To assume the increasing responsibility private institutions must find additional sources of income. The current trend of raising tuition can only go to some indeterminate level without pricing many students out of college completely. Further, it would appear that a natural relationship exists between private corporations and private higher education. It is here that the cooperative state organizations come into the picture because they are largely organized to develop this relationship on a sound and lasting basis.

In absolute terms, the amount of support received thus far from corporations through cooperative state and regional programs is paltry when compared to the total needs of higher education in America. The $10 million raised by the 40 organizations in the various states and regions in 1960-61 is insignificant when compared to the projected needs of higher education for a total of $10 billion in 1970.

However, when put into proper perspective, it can make the difference *even now* for the specific smaller colleges with one or two million dollar budgets. And, when the enrollments of the 480 institutions participating in the state programs are totaled, even now they would collectively comprise perhaps 50 major universities. Such a total is not at all insignificant, particularly if one agrees that all possible educational resources must be utilized to meet future needs.

What are the organizational and operational mechanics of the organizations under discussion?

Generally, a group of private colleges within a state incorporates an organization in which are set forth certain membership requirements. In almost every case an executive officer is provided for. Using college presidents, other appropriate college personnel and interested businessmen, the executive director sets up solicitation calls on corporations. This is a continuing program with a majority of the participating firms contributing year after year. Almost all the organizations are controlled by representatives of the member institutions, although there is a growing tendency to include businessmen as members of the boards of control.

Funds solicited are invariably unrestricted. In all but four of the 40 organizations, the donor may designate the college or colleges to which his contribution is to go. Otherwise, it is divided among all members on the basis of a formula. Twenty-six of the organizations divide 60 per cent of the receipts on the basis of enrollment, and 40 per cent equally among all members. Ten divide all receipts equally, regardless of enrollment. Three divide 50 per cent according to enrollment, and 50 per cent equally.

Who are the members?

For the most part, the cooperative college movement involves the four-year private college. Almost all organizations expressly forbid in their by-laws public or junior college membership (as new members). A very insignificant number of the member institutions offer graduate work of any kind.

By the process of division, it can be readily seen that the average enrollment is approximately 1000 since there are approximately 500,000 students enrolled in the 480 institutions. However, there are quite a number of small colleges with enrollments well under 200 and at least a dozen with more than 5000 students. Specifically, there are 139 with enrollments up to 500, 199 with enrollments of 500 to 1000, 92 with enrollments of 1000 to 1500, 22 with enrollments of 1500 to 2000, and 28 with enrollments of more than 2000.

At least 37 of the 40 organizations require regional accreditation for membership. There are about six members

of the various organizations without such recognition. However, they joined before the requirement was added to the various constitutions and/or by-laws.

All but 91 of the 480 institutions have some religious affiliation. Two hundred and sixty-five are related to some Protestant denomination, and 124 are Catholic.

Where are the organizations?

Organized on State Basis

Only Delaware, Alaska and Hawaii are not included in some organization. All but 10 of the other states are organized on a state basis. The two regional organizations are the Intermountain Colleges Association, Inc., including Arizona, Idaho, Nevada and New Mexico, and the New England College Funds, Inc., including Massachusetts, Maine, Connecticut, New Hampshire, Rhode Island, and Vermont.

There has been a national coordination agency since 1953. In 1958, the present national organization, the Independent College Funds of America, Inc., was organized with offices in New York City. To quote from the 1960 promotional brochure of that organization, it ". . . seeks to secure greater identification for the state association movement, plans and coordinates approaches to national corporations, conducts research and disseminates information on and encourages cooperation among the state organizations."

The facts are clear. Private colleges and universities are faced with a big crisis: increasingly smaller enrollments due to financial inability. The solution may lie in statewide co-ops.

Prior to 1958, a coordinating center and clearinghouse was located in Indianapolis. This organization was under the direction of Dr. Frank Sparks, then president of Wabash College and one of the two founders of the pioneer Indiana organization. The Association of American Colleges Commission on Colleges and Industry sponsored the clearinghouse and it, in turn, sponsored workshops for college presidents and state association directors and gave advice to the new state associations that were getting under way.

National Solicitation

Through the national organization, many of the large, nationally oriented corporations are solicited on behalf of the entire movement. And some of the largest and best known corporation names are currently included on the lists of donors.

With some key facts as to the characteristics of the cooperative movement in mind, it is possible to turn to the really crucial question — what is the relative importance of the organizations and the funds they collect? Is there evidence to indicate that this movement can or is supposed to be the answer to the financial problems mentioned in the first portion of this article?

Perhaps it is well to start with a statement of objectives as set forth by the Independent College Funds of America, Inc. To quote from its 1960 publication: "These colleges (members outlined above) are not requesting corporations to close the entire gap in their financial structure. What they are asking is that corporations join as partners with alumni and individual donors to make certain this gigantic task is accomplished."

I.C.F.A. goes on to suggest that corporations should be contributing 20 per cent of the total needed from all

philanthropic sources. And the amount named is approximately $60 million by 1970.

It is interesting to note in this connection that the 1958-59 survey by the Council for Financial Aid to Education reveals that business concerns contributed $24,135,917 to 366 private coeducational institutions that year. Since major, private universities were excluded from the 366, perhaps there is some basis of comparison here. True, the 480 members of the cooperative organizations include many noncoeducational institutions, and a number of the 366 surveyed by C.F.A.E. are not members. However, there is enough overlap of institutions to give one bit of evidence as to how corporate support is proceeding.

It should be pointed out that cooperative sources brought in about $8 million during 1958-59, the year the C.F.A.E. survey just quoted was made. We see then that roughly one-tenth of all corporate support to all higher education (which amounted to $98,456,255) came from cooperative sources.

When broken down by types of institutions, however, the C.F.A.E. 1958-59 survey presents something of a different picture. If 49 major private institutions, 165 state institutions, and 108 professional and specialized schools are excluded, one is left with $31,344,862 going to 366 private coeducational institutions, 64 men's colleges, and 142 women's colleges. Thus, cooperative giving amounted to about one-fourth of all money given by corporations to the type of institution served by state and regional cooperative organizations.

Unrestricted Gifts to State Associations

As has already been established, funds given by corporations to the cooperative organizations are generally unrestricted. And, although there is no immediate way to definitely establish the fact, probably the $31,344,862 given by corporations to private higher education (excluding the 49 private universities) included many restricted donations. Therefore, cooperative organization unrestricted funds become even more relatively important than it would first appear since they may well constitute almost all unrestricted giving from corporations.

From the line of reasoning outlined thus far, one can assume then that a substantial and important portion of unrestricted corporate giving to private higher education comes from cooperative organizations. And since the pressing need of American higher education is generally agreed to be for unrestricted funds, the source under consideration becomes considerably more important than the raw figures would originally indicate.

What then are the implications as to the importance of the state and regional organizations? Obviously, they cannot and perhaps should not be expected to be the major source of funds for private higher education. They can, however, supply important and perhaps crucial unrestricted income from sources that otherwise would not be very productive.

The Public Relations Value

Then, too, the public relations value of the cooperative movement is obviously great, although not readily measurable. There is abundant evidence to the effect that many corporate gifts to individual colleges can be traced to the cooperative organization activities. Not only do these organizations call attention to the needs of higher education in a united way which could not be accomplished by individual institutions, but they also create good relationships between individual colleges and corporations. It is well known that substantial individual gifts have been made to colleges because of the contact between the college officials and the corporation executives, fostered by cooperative activity. The ramifications of this sort of pattern are endless. Certainly, they all point to beneficial results for private higher education.

A look at the cumulative annual growth in donations and number of gifts to all cooperative organizations shows a steady and rapid growth in both categories. Figures compiled by the Independent College Funds of America, Inc., show the following pattern:

	No. of Donors	Amount
1948	2	$ 15,000
1949	25	63,850
1950	41	88,675
1951	173	304,121
1952	544	818,052
1953	1182	1,769,846
1954	1939	2,770,815
1955	3572	4,269,138
1956	5085	6,075,272
1957	6560	7,713,639
1958	7632	7,925,867
1959	8639	8,782,901
1960	9647	9,704,392

However, a closer check reveals a trend toward more but smaller gifts, particularly in the case of the older of the 40 organizations. They apparently have been successful in involving the larger and more wealthy corporations in their respective areas, and additions are relatively small corporations. In other words, they are getting more and more $25 contributions and fewer of $1000 or more. Obviously, a team of two or more college presidents should not normally be soliciting the smaller type.

To ensure future dynamic growth in keeping with the record up to this time, a new emphasis is obviously needed. Those already involved must be persuaded to increase their annual contributions. In Indiana, at least, a move is being made in this direction via a series of meetings between college and business officials to discuss the future direction of the cooperative movement.

In summary, perhaps one could safely say that private cooperative fund raising is of real potential significance for the future, judging from what has transpired up to this point. Apart from the funds obtained, the movement is giving a united front to private higher education and a sense of mission that perhaps might otherwise be missing in an effective sense of the word. Perhaps the state and regional organizations constitute the framework within which private higher education will be able to prosper and thus maintain a dualistic system of higher education to the ultimate benefit of the nation despite adverse social and economic conditions.

Although undoubtedly many of the larger and better financed members of the organizations realize a relatively minor financial benefit from membership, the over-all effect is favorable to the advancement of private higher education in general. That individual institutions realize this fact is apparent from the rapid growth in the number of organizations and participating colleges to a near saturation point today. ■

Trustees Sometimes Forget

. . . their obligation to provide and cultivate appropriate avenues of income. This responsibility is not primarily the president's; it belongs chiefly to the trustees.

Austin V. McClain
President, Marts & Lundy, Inc., New York

THIS is an interesting era to serve as a trustee. The last two decades have had many unusual problems. When we were at war we wondered how we would keep the men's schools and colleges open. Immediately after the war we wondered how we could survive the onslaught on the G.I. bill. Now we face even greater demands, if the predictions for this decade are correct.

Perhaps 30,000 men and women serve as trustees of our schools and colleges. An unusual responsibility rests on them because our national survival depends on our educational system. This problem is twofold, an often forgotten fact. We have to educate increasing quantities of students, but as we do this we also have to find some way to create an atmosphere to let a few really brilliant minds develop. It is very difficult to work toward both quantity and quality.

An illustration of this is taken from a report of the late Martin Whitaker, president of Lehigh University, whom I admired greatly. He said, "If the track coach trains every student in college to run the 100 yard dash in 11 seconds, we won't win any track meets. Out of the entire enrollment he has to train one to run it in 10 seconds, or less than that, if we are to win."

The same is true of brains. We can educate quantitatively, but our fight for survival will rest with a very few men of great intellectual capacity in the various key points of leadership — science, government, religion and so forth. A thousand pretty good brains cannot do the work of one great intellect.

It is an exciting time to be a trustee. It is certainly an honor. Personally I think it is also a lot of fun. The modern trusteeship carries with it an increasing number of obligations.

Dr. Wilson Compton, in 1954, delivered a talk entitled "College Trustees — Custodians or Builders?" I would like to urge that all trustees serve in both capacities.

The Middle States Association of Colleges and Secondary Schools has defined the duties in an important document entitled "Functions of Boards of Trustees in Higher Education." I would like to quote from several parts of that:

"Trustees . . . have three primary areas of responsibility: institutional policy, presidential relations, and financial resources. . . ."

Since my experience is in the field of financial resources, I would like to confine myself to this aspect of the duties.

Quoting further from the Middle States document:

"The trustees are concerned with and must cultivate all appropriate sources of income . . . this is the part of their financial obligation which trustees sometimes forget. It is not primarily the president's responsibility to raise funds. It is the trustees'. They need the president's leadership, but the actual responsibility rests on the board, collectively and individually. One vital factor in assessing the effectiveness of a board of trustees is the extent to which they (a) contribute personally, each according to his means, and (b) directly obtain contributions from others."

What has been said or cited so far has been a restatement of certain duties of trustees, with special comment on their fund raising obligations. I will try now to do more than merely dwell on their responsibility for fund raising, but I will try to suggest how this might be done.

The closer one is to the center of things, the more he is aware of the need; also, the greater is his influence in persuading others.

The trustees are the top leaders in their respective schools, and their influence with prospective donors is very great. A prospect is complimented to be called on by a trustee, and make no mistake about it, the size of a gift is in direct proportion to the importance of the individual making the solicitation. Everyone who has ever been in a campaign knows this.

From a paper presented at the Bradford Conference on Financing the Woman's Two-Year College, Bradford, Mass. February 1961.

I am not suggesting that trustees should cast around for someone on whom they can call. I think their power should be guided and directed by an office at the college set up for the purpose of supplying certain needs. Naturally, the trustees cannot be expected to work out the details; but they can make the calls on the most important prospects.

At most modern institutions there is a "development office" to make the plans for raising money and to develop all types of giving. This includes annual gifts, or the alumni fund, bequests, insurance and capital gifts. The development office should try to get each person to participate in the type of gift best suited to his interests.

We try to get these gifts from alumni, friends, residents of the area, parents of the students, companies and foundations, and any other prospects.

These development programs are of fairly recent origin at most schools. Many schools have had an alumni fund for some years. Sometimes it has been operated by the school; sometimes it has been operated by an independent alumni association. I think it is better operated by the *trustees and* the alumni.

One solution that may be feasible at some schools is to have the development office give supervision to *all* fund raising. Then the director can decide what the best policy is with respect to each method of raising money. There is then no competition between the various funds. The gift can be credited where it will do the most good over the long run.

Another reason for having the annual fund work with the development office is that more money can be raised in this way if the alumni fund (or annual fund) has the leadership and blessing of the headmaster or president and the board of trustees, the official school body. I know of several alumni funds that have increased by approximately 300 per cent in the last three years largely because of the fact that the board of trustees began to take on the responsibility for them. Larger prospects are more likely to heed a call from an official body than from a quasi-official group.

In both the alumni fund and the parents fund, I consider it somewhat better selling to ask for their funds for some specific objective, rather than for a general fund, or the budget. People are more likely to give to a specific need than to a general fund, and we will raise more through these two funds if they are specific. This does not mean the money cannot be raised for the budget, or even for an anticipated deficit. For instance, suppose the budget appears to be \$50,000 short for next year. The alumni fund and the parents fund could then be raised for, say, 10 microscopes, new furnishings for 50 rooms, and a new roof for a building, because these things are in the budget, and have to be provided anyhow. *The prospects get a chance to solve a definite problem*, but in so doing they are actually making a real contribution to the budget.

Needless to say, as the Middle States document indicates: "A trustee should also give in accordance with his ability." This also helps him become a more effective solicitor. A story here illustrates several of these points. Dr. Benjamin Franklin Fackenthal was for a long time chairman of the board of trustees at Franklin and Marshall College in Lancaster. He is the brother of Frank Fackenthal, who was acting president of Columbia University for several years. He had given the college several buildings; in fact he was its largest benefactor. The college needed a library, and several of the trustees were calling on their friends to see if they could get a donor. This went on for some months. One day, at a board meeting, Dr. Fackenthal announced the exciting news that a donor had been found. "For six months," he said, "I have been looking for a man to build the library, and now I have found him. It is I."

By working on it and being close to the need he had persuaded or sold himself on making the gift. He had not made up his mind at the outset, as so many believe, but his sights had been raised by his work on the project.

I am not suggesting that trustees go around asking their friends to give. Merely asking for money, without a plan and a need, is mere begging. Working for a constructive plan to fulfill a need usually gets the money, and also performs an important public relations job for the college.

Can the fund raising job be done in a pleasant rather than an unpleasant way? Many people fear such a task. One characteristic of fear is ignorance. So, like many reformed individuals, I would like to tell you something of my reformation in this matter, and tell you how best to do the job.

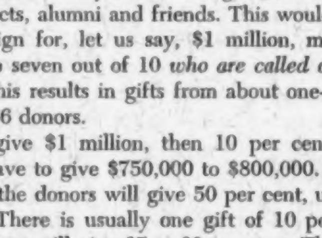
How Is Money Raised?

Let us assume a mythical Narragansett University has 5000 prospects, alumni and friends. This would mean that in a campaign for, let us say, \$1 million, many are not called on, so seven out of 10 *who are called on* in person will give. This results in gifts from about one-third of the total, or 1666 donors.

If 1666 give \$1 million, then 10 per cent or 166 of them will have to give \$750,000 to \$800,000. Less than 1 per cent of the donors will give 50 per cent, usually 15 to 20 people. There is usually one gift of 10 per cent. The next 9 per cent will give 25 to 30 per cent. The remaining 90 per cent will give 20 to 25 per cent.

This is not a new formula. This was the outcome of a campaign conducted more than a century ago. It follows that the trustees should handle top prospects. This means that if they carefully make calls on 25 to 50 individuals they will obtain about half of what is to be raised in a campaign or in any one year. Therefore, the trustees can pinpoint their efforts on a *few* prospects for substantial sums and not be involved in a *large number* of calls for small amounts.

The reason for these figures is not that some people are not generous. The reason is that 1.4 per cent of our taxpayers have taxable incomes of \$15,000 and more. In-



dividuals below that figure are limited in what they can give to various campaigns. Individuals above that figure can begin to give in accordance with their *interest*.

Must Have Concrete Need

The first thing we have to have in seeking money is a concrete need. It is not convincing to ask people to give merely to show their love for the old school or for loyalty. It is basic that whenever there is a request for money we want to know what it is for. If a child asks for a dollar, our first question is: "What for?" I think we never turn over the money without this question. A department in a company would not get very far by merely asking the board of directors for $50,000. It would have to be accompanied by a specific statement of what the money is for.

The same is true when you ask for money for a college. You must know what it is for, and interpret this to the prospect, and show him it will fill a very specific need. I often hear educators say they want undesignated funds. This is one of the many cliches on a campus. Is undesignated money any more valuable than funds specifically designated, say, for the salary of the president? Does it make any difference? When you are asking for money, it does.

Stating an Amount

The next step in seeking funds from an individual is to inform him of how much you want him to give. You cannot go to him and tell him you need a new chemistry building, and leave him with his thoughts. Not if you expect to do a maximum job.

In my opinion, the most important step in making a solicitation is getting a figure into the mind of the prospect. He usually wants some sort of guidance of what is expected of him, and it is the only efficient way of doing the job. So my suggestion is that you tell your prospect you need a new chemistry building, and show him why you need it. And before you go to him you should decide in your mind how much he might be willing to give if he thoroughly understands the project.

In nearly every case, the prospect wants help or a suggestion on how much he should give. He will say: "How much do you want from me," or something of the sort.

A cliche which we hear all the time from volunteers is: "This man is a hardheaded businessman and he knows what he wants to do." So when the question "How much should I give" is asked, they answer in this original and helpful way: "Oh, just anything you want to give. You are a hardheaded businessman and you know your own mind." So the volunteer gives no help to the prospect, and certainly does not help his school.

Some volunteers will say to a prospect: "Henry, we have you down for $5000." This is really the mark of a rank amateur. It is discourteous, does not give the prospect credit for having any brains at all, and worse than that, it makes him mad.

The *easiest* way to transmit this to him is to say something like: "The committee wonders if you would be willing to give $5000 toward this?" A slight improvement on this would be to pick out a room that cost $5000, and say: "Henry, would you be willing to donate the elementary chemistry classroom?" This in nearly every instance causes him to ask: "How much would that be?"

In both these instances, you are making a courteous request instead of saying: "We have you down for so much." In our work we have difficulty getting volunteers to do it this easy and courteous way. They think "We have you down for $5000" is cute.

Your prospects are intelligent persons, so treat them that way. We found out these steps long ago. One of the best articles on fund raising ever written was by John D. Rockefeller Jr., who wrote "The Technique of Soliciting." In it he says he always wanted to be told how much was expected of him, but he resented it if it was done as a demand.

Let me illustrate this method of asking for a gift by telling you one of the best solicitations I have ever heard. It was made about 100 years ago by Dr. William C. Cattell, president of Lafayette. Not only did he obtain an important gift, but this call led to the enlistment for Lafayette's board of one of the most important trustees in the history of the college.

Dr. Cattell went to Hazelton one Sunday to preach. His real reason for going was to see some people there to ask them to give a $30,000 fund to save Lafayette. He called on Ario Pardee on Monday, and stated his case. Mr. Pardee said: "Yes, I see. I thought you had come here to preach, but you came to ask me for money to carry on a college. I would really like to know how much you expect to get from a plain businessman like me."

Dr. Cattell writes: "Had anyone assured me when I left to talk with Mr. Pardee, whom I had never met, that he would have given me a thousand or even five hundred dollars, a jubilate would have broken from my lips. But God put it in my heart then and there to say: 'Mr. Pardee, I trust you will give us $20,000, though,' I added, as he looked fixedly at my face, 'this is a great sum of money, even for a rich man like you.' Without a moment's hesitation, he said: 'I will give you the $20,000 now.'"

God put it into his heart to ask. This story has all the ingredients of the rules I have suggested: (1) Dr. Cattell told his story. (2) His prospect surprised him a little when he suggested that he had not come to Hazelton to preach, but to ask for money. (3) This did not faze him. Then the prospect asked how much he should give. (4) He then said: "I *trust* you will give us $20,000." (5) Mr. Pardee looked at him fixedly, but he *kept quiet*. After the amount is stated, the solicitor should remember to *always keep quiet*.

Mr. Pardee later gave their largest building. He gave the endowment for creating their engineering department – in fact, he became certainly one of the most important trustees of that college.

It all started with the right kind of a solicitation for a gift to save the college!

The strong colleges are the ones that have gradually built up strong boards of three types. There must be men and women who, like Mr. Pardee, can give generously. There must be board members who can work conscientiously. There must also be members who can think through educational problems. We need all three to make America's colleges stronger.

My approach to the subject of trustees has been directed to those who can give and work, because that is the part of the educational problem that has been within my experience. ■

Chicken Goes to the Banquet

Ernest Koves
Vice President, Region I, American Culinary Federation
New York City

A plus business is the big banquet that every college has around the commencement time and Christmas season. It adds to income and profit--but it also adds to the problems of the food service department. Probably no food is more popular for banquet service than chicken. Thanks to the habit of modern folks and the public relations program of the National Broiler Council, customers are pre-sold on chicken before they reach the table. But, and there is a big BUT, it is up to the food service director and the chef to be sure to collaborate on new, interesting and delicious ways of presenting chicken if the banquet is to be a truly festive occasion; beyond the usual family fare. Also, colorful service and settings must reinforce the chef's efforts. Why chicken? In the olden days, even 30 years ago, chicken denoted festivity. It was the food of kings, the rich, and the gourmets. (In many parts of the world, including some parts of Europe, it still is.) It is a long way from the jungle fowl of India to our own outstanding American chicken. There is no other meat which is so plentiful, in the choicest of quality at such reasonable price, as the broiler-fryer chicken. Today, in the United States, broiler-fryers are bred scientifically. Years ago the young broiler-fryers were obtainable in the spring only; today they are available the

Sliced mushrooms, blended with other vegetables and diced Virginia ham, contribute to an interesting sauce for Chicken Irene, a dish that was invented by Chef Koves and named for his wife. (Photos: National Broiler Council.)

year-round. Nowadays a meat-type bird that is tender, fast cooking, and with a high ratio of edible meat to the bone gets to the food operator in many new ways. It is just a matter of his selecting the form of chicken best suited to his needs.

Both regularly processed (chilled and ice-packed) and frozen ready-to-cook chickens come portion-control packed, with only an ounce variation on small birds and 3 ounce maximum variation on the largest birds. This close control assures profit without guesswork.

The current trend toward broadened use of broilers and fryers is paralleled by the increased use of cut-up chicken. Available in portion-controlled pack are split or quartered broilers, whole breasts with keel bone removed, whole breasts with rib bones removed, boneless half breasts, whole legs, drumsticks, thighs, and fillets. Variations in weights are generally a fraction of an ounce, and packaging units include 10 pound cases; 10, 15 or 20 pound plastic bags, and 60/70 pound parchment lined crates.

For banquet purposes 2 to 2½ pound ready-to-cook chickens are the most useful, allowing a half chicken to a portion. The broiler-fryer is most adaptable to varied preparation; it can be cooked by many methods and served with almost any kind of sauce. It can be baked, roasted, oven-broiled or oven-fried, or it can be prepared smothered, deep or pan fried, or prepared in the pot, as well as casserole or skillet.

Chicken assures good and wholesome eating because, in the meat family, the young chicken probably is the easiest to digest. Also, it is rich in protein and minerals. Its protein is 7½ per cent above the next highest protein meat and it has 90 per cent more riboflavin than lean beef. Most amazing is that it is 30 per cent lower in calories than the average of other lean meats. (While 3½ ounces of lean beef represent 194 calories, veal 176, lamb 195, smoked ham 384, pork

Carved cantaloupe halves make beautiful nests for Chicken Irene and make it a banquet conversation piece, too. Chef Koves arranges chicken breasts in cantaloupes, heats them in oven, and spoons sauce on each serving.

chops 235, the same quantity of chicken is only 149 calories.*)

Festive But Practical

A great advantage to the banquet-minded food operator lies in the fact that top quality broiler-fryers can be prepared in portions ahead of time without shrinkage or overcooking. Baked or broiled chicken halves and quarters can be held up to one hour.

A good way to hold portions of roasted or broiled chicken or transport them to decentralized serving units is to hold them in about 1 inch of stock, fortified with pure chicken base and monosodium glutamate.

Where time, space and/or cooking facilities are especially limited, the banquet manager does well to consider using precooked and breaded chicken when fried chicken is on the menu. This product requires only browning off in 325 F. fat for 6 minutes. Seasoning, sauce, garniture or other personal touches by the chef can lift the standard product to special catering level.

Chicken can be served easily and in uniform portions, piping hot, with no problem of degree of doneness. Compared to roast beef with the problems of boning, slicing, discoloring, choosing rare, medium or well done, chicken is a "snap." Its skin serves an important function since it protects each portion, keeping it moist and succulent.

There's No Limit

There is no limit to the number of tricks the chef can use in speeding up and dressing chickens for banquet service.

To stuff whole chickens on a production line basis, fill the cavities by means of a pastry bag without a point. Truss the chickens as usual and roast in a preheated 375 F. oven for 1¼ hours or more, depending on size, basting frequently. (*Cont. on p.* 62)

*The New York Herald Tribune Home Institute Book, Table No. 45, pp. 1036, 1037.

Banquet service can be enhanced and profits can be made by using any of the wide variety of chicken recipes available

Chef Koves showing his Chicken Paprika Hongroise. Like the barbecued chicken, this dish can be prepared mainly ahead of time and finished for service with green beans amandine and a pretty tower of rice on each plate.

Vary the stuffing from the usual bread and onion to celery, mushroom, chestnut, cornmeal stuffing. Don't overlook fruit, rice or wild rice, and sausage meat varieties.

The stuffing, trussing, roasting can be done ahead in "slow time." When chickens are cool, split them and put them on baking platters or directly into the serving pans. About 15 to 20 minutes before serving, heat them in the oven or steamer and glaze with any one of a variety of sauces. Suitable sauces include: Forestiere, Hongroise, Fruit Tropicale, Renaissance, Perigord, Chasseur, Indienne, and so forth (Sauce Perigord: with truffles; Chasseur: with shallots, mushrooms, taragon; Indienne: with curry and raisins).

The sauce usually is the touch that "makes or breaks" the impression the dinner has on the customer and the revenue potential. A high-sounding sauce on the menu, *if* followed up by the sauce authentically prepared and properly served, can upgrade the price of the dinner (if you are in a situation where somewhat higher prices are acceptable).

Sauce Perigord, for example, costs about 20 to 25 cents a portion more but can raise the price of a dinner for the right group up to $1.50. Truffles are very desirable; the delicate flavor and the prestige they lend improve the meal and the way diners accept it.

On the other hand, don't overlook the simpler methods of serving chicken where the clientele can't spend

more. Here is where precooked and breaded pieces fit in nicely, or use disjointed whole chickens or all drumsticks, or thighs and drumsticks. Wash and season lightly with premixed salt, pepper and monosodium glutamate. Roll in prepared breading mix and fry to a golden brown at 375 F. The frying may be done well ahead of time; the glutamate helps hold the flavor. Place the chicken in hotel pans and heat for service for 15 minutes or so in a preheated 350 F. oven. It is important that the chicken be fried only until just done. If it is overcooked by frying, it will shrink somewhat when reheated.

For *oven fried chicken*, brown off in 375 F. fat, then bake to doneness at 325 to 350 F.

Four Original Recipes

Following are four broiler-fryer recipes developed for the National Broiler Council. They represent possibilities for parties at different price levels. None is difficult to prepare. All permit the chicken to be prepared in advance to a certain point, then finished off in time to be served hot and succulent.

Chicken Supreme Boistelle is adapted from an original recipe by Executive Chef Garth Kistler, University of Georgia, Athens. He served it to a group of leading food editors who were researching the chicken industry centered in Georgia.

The other three recipes were devised by the author. The *Braised Chicken Irene* is the most elaborate, though it is not difficult to prepare. *Chicken Paprika Hongroise Royal* is a delicious version of the Middle-European specialty, adapted for practical banquet use. The *Barbecued Chicken* is simplest and lowest in cost, suitable for popularly priced luncheons.

Recipes

Chicken Supreme Boistelle

20 large broiler-fryer legs
6 egg whites
2 cups heavy cream
1 tbs. salt
½ tsp. cayenne
10 large broiler-fryer boneless breasts
Melted butter
Paprika

Remove meat from chicken legs; discard skin. Put through grinder twice. Add egg whites, cream, salt and cayenne; mix well; chill. Make pocket between the two fillets in each breast. Sprinkle generously with salt. Fill breast pockets with chilled chicken mixture. Place in shallow baking pan. Brush with melted butter and sprinkle with paprika. Bake in a moderate oven (375 F.) 45 minutes. Serve with mushroom sauce.*
YIELD: 20 servings.

*Mushroom Sauce

2 c. butter or margarine
2 lbs. mushrooms, sliced
¾ c. flour
1 tbs. salt
¼ tsp. pepper
2 qts. milk
6 egg yolks, beaten

Melt butter in saucepan. Add mushrooms and cook over moderate heat 5 minutes; remove mushrooms. Blend in flour, salt and pepper. Gradually add milk, and cook, stirring until mixture thickens and comes to a boil. Combine with egg yolks. Add mushrooms.
YIELD: 2½ quarts, approximately.

Braised Chicken Irene

2 tbs. salt
1 tbs. monosodium glutamate
1½ tsp. poultry seasoning
6 broiler-fryers, split in half, boned, or 12 chicken breasts, boned
½ lb. oil or shortening
2 medium onions, finely diced
1 lb. mushrooms, sliced
3 green peppers, diced
½ lb. cooked Virginia ham, diced
2 lbs. tomatoes, peeled and diced
½ c. wine vinegar
1½ c. unsweetened pineapple juice
6 small cantaloupes, cut in half
3 c. chicken stock
Maraschino cherries, cut in half

Mix together salt, monosodium glutamate, and poultry seasoning. Sprinkle chicken with the mix. Dredge well with flour. Heat oil or shortening in heavy skillet and brown chicken on all sides. Lift out chicken and saute onions until transparent. Add mushrooms and green pepper. Cook three minutes. Add ham, tomatoes and chicken. Put skillet in a 350 F. preheated oven for about 30 minutes, basting with mixture of vinegar and pineapple juice. Place chicken portions in cantaloupe halves. Add chicken stock to remaining ingredients in skillet. Put cantaloupes with chicken in preheated 350 F. oven for 15 minutes. Serve with a few spoonfuls of

Chicken, the food of kings, is one of the most popular banquet foods. Almost all of the broiler-fryer recipes are easy to fix

Chicken Irene, served in cantaloupe and garnished with maraschino cherries, is a real display piece. It illustrates one of the original possibilities the "airline breasts" present for banquet service. These chicken breasts are boned all but the first wing joint; are an ideal choice for banquets, because they are ready to use. The bland, juicy meat can be prepared so many different ways.

Chef Koves' own version of barbecued chicken appeals to chefs as well as to guests because the chicken can be broiled in advance and glazed with the spicy sauce a few minutes before serving. Garnished with a decorative combination of spiced fruit and water cress, it provides a good looking, good tasting banquet meal at a very low cost for a luncheon party or gala feast.

sauce and decorate around cantaloupe with maraschino cherries.
YIELD: 12 servings.

Chicken Paprika Hongroise Royal

6 broilers (3 lbs. each), disjointed
Salt
Monosodium glutamate
12 oz. shortening or lard
6 large onions, finely minced
12 oz. mushrooms, sliced
3 green peppers, chopped
6 tbs. sweet Hungarian paprika
1½ c. chili sauce
1½ qts. water or chicken stock
3 tbs. white sauce base
Salt, to taste
1½ c. sour cream

Sprinkle chicken with salt and monosodium glutamate. Heat shortening or lard and brown the chicken lightly. Put chicken aside and cook minced onion in same shortening on low flame for 5 minutes. Add mushrooms and green peppers. Cook for 2 minutes. Add paprika and chili sauce. Add chicken, stock or water, and simmer covered for 40 to 45 minutes. Stir in white sauce base. Bring to a boil. Add salt to taste. Take from flame and blend in sour cream. Serve.
YIELD: 12 servings.

NOTE: To prepare Chicken Paprika Hongroise Royal in advance, finish through simmering step. Add white sauce base and sour cream when reheating it just before serving.

Barbecued Chicken

12 broiler halves
Salt
Pepper
Monosodium glutamate

Season broilers with salt, pepper and monosodium glutamate. Broil until just done. Prepare barbecue sauce.

Barbecue Sauce

1 c. olive or cooking oil
1 c. wine vinegar
1 c. chicken stock
2 c. chili sauce
2 c. ketchup
1 tbs. salt
2 tsp. pepper
Few drops pepper sauce

Blend all ingredients well. Dip chicken in sauce. Arrange in bake pans. Bake in 375 to 400 F. preheated oven for 20 minutes. Serve with remaining sauce brushed on. Garnish with crabapples, spiced pears, or compote.
YIELD: 12 servings. ■

The California Story, Part III

An Internal Audit Is a Primary Link to Administration

E. N. Thode
Chief Auditor, University of California, Berkeley

WHEN the regents of the University of California accepted the administrative reorganization, they adopted as a basic principle the decentralization of operating responsibilities to the campus level and deemphasized the concept of a highly centralized administration.

With the reorganization, the president, as the executive head of the university, acquired full authority over and responsibility for the administration of the academic, business and fiscal operations of the university. The president has now delegated major operating responsibilities to the chief campus officers. Operating functions are thus carried out by campus administrative personnel, such as accounting officers, who are responsible to their chief campus officers and who have informal staff relationships to statewide officers.

Recognizing the increased demands for long-range planning, formulation of policies and procedures, and analytical review of operations in a rapidly expanding organization, officers such as the vice president-business, vice president-governmental relations, and university dean-academic planning have been appointed to carry out these functions. The vice president-finance has the responsibility for long-range financial planning and the development of policies and procedures for accounting, budget, insurance and retirement, machine services, and analytical studies. Internal audit, as a unit of the office of the vice president-finance, is designated to serve as one of the primary links between operations at the campus levels and policies formulated by central administrative staffs.

(Continued on Next Page)

The scope of this internal audit program includes any area of activity at any campus where a review of operations can be useful.

Prior to reorganization the main responsibility of internal audit was defined as follows:

"Internal audit . . . shall undertake periodic reviews to determine the effectiveness of established procedures and controls, and shall recommend to the controller such changes and modifications as may be deemed necessary to increase the effectiveness of the controller in carrying out his functions as prescribed by the by-laws and standing orders of the regents. These functions are twofold: (1) the operation of an effective accounting system that will give to the regents, the administration, and the general public assurance of the integrity of administration of public funds; (2) the preparation of effective periodic financial reports and similar statistical information that will be useful to the governing board and the administration in carrying out their responsibilities with respect to the establishment of policy and the management of the University of California."

With the emphasis of internal audit responsibility placed primarily on accounting and reporting as stated, much of the auditing could be accomplished at the statewide control level because of the highly centralized fiscal operations. Auditing at the local campuses, although important, was a secondary consideration.

After the delegation of line control to the chief campus officers, effective coordination of statewide policies with campus activities became imperative. A broadened internal audit program was therefore developed to meet a part of this need, shifting major emphasis to auditing for compliance with established policies, plans and procedures. The scope of this new program is not limited to the areas of accounting and financial reporting, but includes any area of activity at any campus where a review of operations can be of service to management. The traditional tools of the auditor are adaptable to this new concept. Examination and verification of records at the campus level could ascertain whether or not operations are following the guidelines established centrally.

Working from the president's approved policies through the channels of operations at the campuses, the internal auditors examine detailed documents related to academic appointments, budget transfers, loan funds, nonacademic staffing, and auxiliary and service enterprises, as well as accounting. As inconsistencies in carrying out established policies are discovered and investigated, these are pointed out in the audit reports.

In a complex multicampus system, such as the University of California, deviations from policy can often be traced to a breakdown in effective communications, and the audit reports can thus point out to the statewide management those areas that require clarification at an early date.

The duties of an auditor have always included the detection and correction of errors of principle, of omission, and of fraud. Although detection of fraud is still a major function of auditing, modern methods of internal checks and controls and auditing for compliance with policy have reduced the risks of defalcation to the extent that this phase has been somewhat modified in our revised audit program. Under the broadened program, the university internal auditors look for any failure to follow correct academic and business principles, as well as financial principles. While the correct classification of assets, liabilities and operating accounts may be reviewed, so may the administration of a large academic department. Investigations of errors of omission are not restricted to financial transactions, but also encompass major areas of operation such as budgeting, student records, and academic personnel.

The development of broader concepts for the role of internal audit at the university is similar to changes that have been taking place in commercial enterprises. For example, the following factors often cited for the development of internal auditing have a high degree of applicability to the university: (1) growth of regular activities, (2) dispersion of activities over wider areas, and (3) a trend toward decentralization. In 1957 the Institute of Internal Auditors reviewed its "Statement of the Responsibilities of the Internal Auditor" and issued a revised statement.

"The over-all objective of internal auditing is to assist all members of management in the effective discharge of their responsibilities, by furnishing them with objective analyses, appraisals, recommendations and pertinent comments concerning the activities reviewed . . . . The attainment of this over-all objective of service to management should involve such activities as: reviewing and appraising the soundness, adequacy and application of accounting, financial and operating controls; ascertaining the extent of compliance with established policies,

plans and procedures; ascertaining the extent to which company assets are accounted for, and safeguarded from losses of all kinds; ascertaining the reliability of accounting and other data developed within the organization; appraising the quality of performance in carrying out assigned responsibilities."

This statement recognizes the broadening concepts of the function of internal auditing and presents a good description of the responsibilities of internal audit at the university. There has been no change in the concept of independence. Internal audit continues to function as an appraisal and reporting unit by measuring and evaluating the effectiveness of other controls. It has no direct authority over the people in the organization, and no direct responsibility for operation of the university.

The chief auditor continues to be responsible to an officer of the organization of sufficient rank to assure consideration and action on findings and recommendations. Audit reports were submitted previously to the controller and are now submitted to the vice president-finance. In addition to the regular audit reports, an over-all summary of internal audit activity is now submitted to the president and to the regents' committee on audit for review. It presents a listing of the major areas undertaken during the year and makes general comments on the staffing of the audit division. In addition, a number of short comments relating to specific audit areas is included. Indicative of the scope of operations are several summaries of this type of comment that are extracted from the reports for 1960-61 and 1961-62:

1. An audit review was made of the National Defense Education Act – Title IV – Fellowship Program. The work done assisted in the establishment of policy with regard to the disposition of funds received under the program. Work was also performed on the National Defense Education Act – Title II – Student Loan Program at several campuses. The magnitude of the collection problem for the university after the students leave school was emphasized. A recommendation was made to initiate a coordinated approach to the problem. This was accepted by management.

2. A comprehensive review of central garage operations at the various campuses was continued from the previous year, and improved management technics at two campuses were subsequently adopted. A review of the remaining campus garage operations is scheduled for early 1961-62. Upon the completion of these audits a final consolidated report, making comparisons to the extent possible, will be made.

3. A review of employe-vendor relationships was continued in specific areas, and, as a result, a policy statement was issued by the president in April 1961. This set forth the requirements of disclosure and certifications to be made by university employes when doing business with the university. A report on a recent review of employe-vendors at various campuses is pending.

4. On July 1, 1959, a modified encumbrance accounting program was instituted on a trial basis at two campuses. The program was aimed primarily at the elimination of duplicate efforts in the accounting office and departmental offices, with a substantial savings in costs of operation. Due to departmental needs for maintaining controls over available funds, internal audit was asked to review the situation at one of the campuses. Through the cooperation and work of internal audit with the chancellor's office, a plan of action was approved, to be effective on a campuswide basis. The independent nature of the internal audit function was of value in this instance in helping to coordinate objectives and to gain acceptance by the parties involved.

How Audit Staff Functions

The internal audit staff is presently located at the two larger campuses, Berkeley and Los Angeles. A supervisor at each location directs a staff of auditors, and, under the guidance of the chief auditor, is responsible for preparing the audit programs and the reports based on the findings. The supervisor, accompanied by the senior staff member who worked on the particular assignment, usually reviews the draft report with the operating management personnel concerned. The chief auditor may also attend the audit review meeting.

The report will then be transmitted by the vice president-finance to the president and to the chief campus officer, with sufficient copies for distribution to other staff members having an interest in the audit. The report generally will be comprised of three sections: (1) summary of audit findings, (2) recommendations and suggestions, and (3) the supporting audit report information. Follow-up on replies to audit reports is maintained.

Staff Training, Experience

Since the inception of the internal audit program, emphasis has been given to the development of recruiting and training highly qualified auditors. Certain staff members have had experience in public accounting, internal auditing in commercial enterprises, and governmental auditing, while some members have been hired upon graduation from college and acquire their experience with internal audit. The on-the-job experience and knowledge gained in the auditing of university operations under the guidance of the supervisors is foremost in the training of the younger staff members.

Staff members have been encouraged to work toward the C.P.A. certificate. Arrangements with a public accounting firm enable staff members to gain the public accounting experience required in addition to their internal auditing experience, and leaves of absence are granted for this purpose. Two staff members hold certificates and a third holds a certificate and a law degree. All staff members are expected to keep abreast of their field through courses of instruction and the reading of current publications.

Future of Internal Auditing

Internal audit is a recent addition to the university, having been inaugurated in 1955. The unit has grown, and its role has been redefined under the new decentralized organizational structure. Based on future enrollment projections and the additions of new campuses, it is expected that the auditing group will grow to keep pace. It seems probable that, in the future, representatives of internal audit will be located on more than two campuses as at present. How and where internal audit will serve management in the future depends to a large degree upon both the evolution of the university organizational structure and the continued development of other tools for management. ■

Colorado College Center Is Flexible

Inside the glass-walled center, freshmen dine by candlelight, would-be "Kingston Trios" strum banjos and guitars, and 1200 meetings are scheduled a year

F. Lamar Kelsey
Bunts and Kelsey, Architects, Colorado Springs, Colo.

FROM the very first planning session — long before the name "Rastall Center" was adopted — this building has been referred to as the "College Center," carrying the connotation that here is truly a building in which *all* people of the college may find social, cultural, recreational and — in the broad sense — instructional activities.

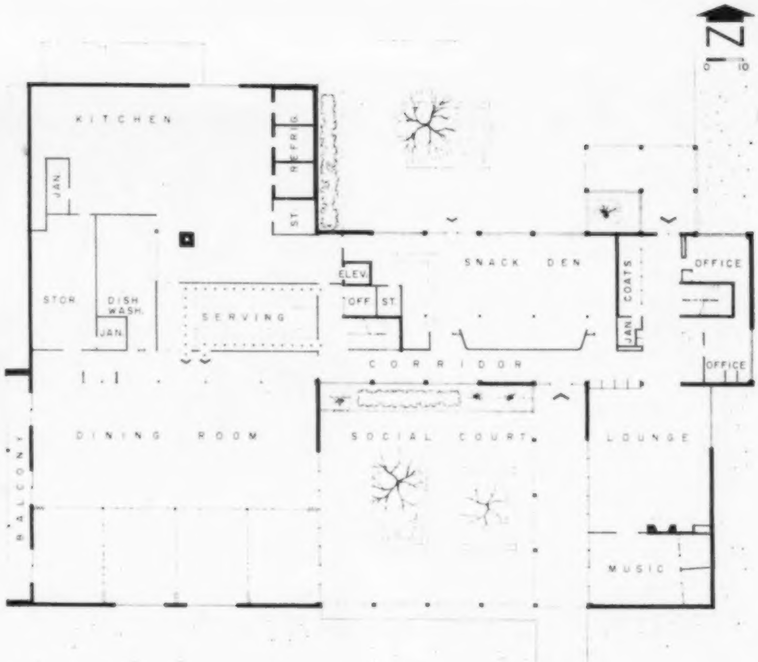
The college center at Colorado College in Colorado Springs is not just a collection of specialized rooms for student activities. It is planned and run as a unified educational program under trained leaders. This philosophy became the first of several design criteria for the architects' consideration.

Another design criterion was established when the results of a student and faculty opinion poll were tabulated. This building, with its rather low budget, must accommodate a great variety of uses. How was this to be accomplished? Flexibility and multi-use of space became urgent program requirements for the planners.

Then, too, Colorado's unique climate with its bright sun, occasional wind and snow, but, more often, mild days became design criteria. Views of the near-by mountains and a well landscaped campus also received consideration. The center must fit its climate and campus and it must be a warm and inviting place, of amazing elasticity.

The basic design of the building involved gathering most group use spaces around a carefully planned and landscaped social court which serves as a pleasant foreground for the distant vistas. Here, without loss of desirable privacy, doors and large glass areas allow visual and, in fact, physical extension of interior spaces and activities. The court is softly lighted at night, creating a sort of animated mural for evening activities. It serves also as location for collections of sculpture selected for display.

The slope of the site to the west helped in facing the problem of limited funds by allowing convenient use of economically constructed space below grade level, still allowing the game room areas to be located at grade level. Economy and simplicity often go hand in hand. Straightforward, rectilinear construction resulted in a low total cost of $13.30 per square foot, including air conditioning in the dining rooms and kitchens; much built-in furniture in the snack den, bookstore and radio station; paved parking lots, and an underground lawn-watering system. This square foot figure is based on a construction cost of $597,948.15. In addition to this amount, the kitchen equipment contracts totaled $78,-



FIRST FLOOR PLAN

North facade and entrance

637.50. The four bowling alleys were installed for $11,682, and automatic pin setters were installed on a lease basis.

The building is basically a structural steel frame. Face brick and precast polished quartz aggregate panels are major exterior materials. Window sash and entrances are aluminum. Interior wall finishes include face brick, imported mosaic tile, oiled walnut, vinyl-coated fabric wall covering, glazed tile in service areas, and plaster with enamel finish. Floors are vinyl asbestos tile and, in service areas, quarry tile.

In Colorado, sun control plays an important part in the design of buildings. With the mountain view to the west, sun control was achieved by using generous roof overhangs. The balcony west of the dining room was a logical and pleasant by-product of the use of roof overhangs. Southern sunlight is controlled by a combination of roof overhangs and adjustable vertical louvers. These louvers may be adjusted manually by the occupants of the room directly inside the louvers. Their strong vertical character and deep blue color add to the design interest of the building. Additional

Dining by candlelight

Music lounge in action

Reception desk

One of the many glass-enclosed display units at Rastall Center, Colorado College, Colorado Springs.

sun control is provided by draperies on all windows.

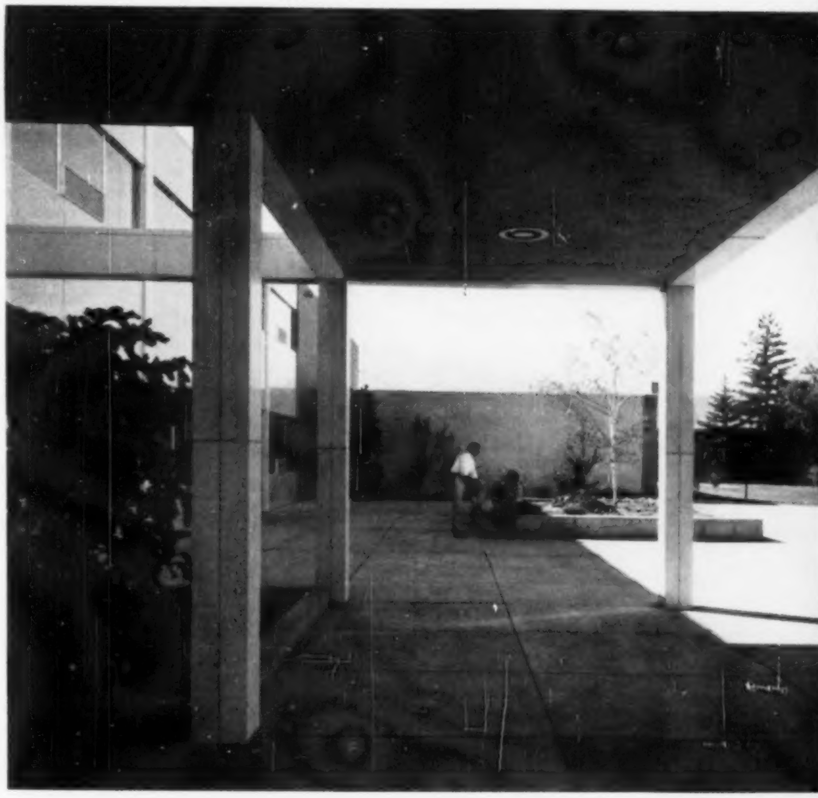
Perhaps the true measure of the success of a building is found in its use. Half a million meals were served in the building in somewhat less than its first full school year. Breakfast and lunch for the entire campus of 1300 students and dinner for the freshman class are served in the Rastall dining room. Many of the evening meals were served by candlelight with the effect heightened by the view of the floodlighted social court. Within the same year some 1200 meetings were scheduled into its flexible meeting rooms. These meetings ranged in size from small committees to crowds of more than 150 in the largest meeting room on the second floor.

Twenty-one thousand lines were bowled, 3400 records were checked out for use in the music listening rooms, and a new art exhibition was moved into the lounges each month. Because of careful selection of durable materials, the building showed very little indication of wear from its heavy usage.

If a small building is to serve such a variety of uses, it must have many "multi-use" and flexible spaces. For instance, the dining room serves not only as a large single room but, with the use of folding doors, up to as many as five smaller rooms. It has been designed to house graciously formal and informal dances and may be extended through open doors onto the social court and the balcony. The second floor meeting rooms vary in size and, in some cases, may be rearranged by use of folding doors. In this manner they may be made to fit a great variety of meetings. Such flexibility may be only the result of careful programing during early design stages by college authorities, the center director, and the architects.

During early planning, the architects were asked to plan the games area in a manner to avoid the "smoke-filled" room aspect of so many table tennis and billiard areas. Since Colorado College is coeducational, why shouldn't these areas be used by women as well as men students? For this reason, and also to provide good control over the games area, very few solid walls were used. Most walls are glass to give the desired open effect. Colors in the games area are light, with areas of strong color accent. ■

Above: Main lounge. Below: North entrance, looking toward small rock garden.



The Professor and the Freedom

T. E. Blackwell
Educational Management Consultant, Washington University, St. Louis

THE Arkansas General Assembly, in 1958, passed the following act:[1]

"No . . . instructor, professor or other teacher shall be employed by . . . any institution of higher learning . . . supported wholly or in part by public funds . . . until, as a condition precedent to such employment, . . . such instructor or professor shall have filed with such . . . governing authority an affidavit as to the names and addresses of all incorporated and unincorporated associations that such . . . instructor or professor is, or within the past five years has been, a member of, or to which organization or association such . . . instructor, professor or other teacher is presently paying, or within the past five years, has paid regular dues, or to which the same is making or within the past five years has made regular contributions."

Professor Files Suit

Max Carr, an associate professor of music at the University of Arkansas, filed suit to have the act declared unconstitutional and for a decree enjoining its enforcement by the president and trustees of the university. The chancery court of Pulaski County, Arkansas, upheld the validity of the statute and the plaintiff appealed to the supreme court of the state. He was joined in his appeal by an instructor from the Little Rock Central High School. The state supreme court, in upholding the constitutionality of the statute in question, had this to say:[2]

"The appellants are not entitled to demand that the university and the Little Rock school board employ them without making any inquiry about organizations to which they have belonged within a period reasonably close to the date of their application. Such investigations are the usual practice among private employers, and, as the court pointed out in Garner *vs.* Board of Public Works of the City of Los Angeles,[3] public employers are not denied the privilege of making similar inquiries. From that opinion: 'We think that a municipal employer is not disabled because it is an agency of the state from inquiring of its employes as to matters that may prove relevant to their suitability for the public service. Past conduct may well relate to present fitness; past loyalty may have a reasonable relationship to present and future trust. Both are commonly inquired into in determining fitness for both high and low positions in private industry and are not less relevant in public employment.'"

The Arkansas supreme court then quotes from another opinion of the Supreme Court of the United States:[4] "A teacher works in a sensitive area in a classroom. There he shapes the attitude of young minds toward the society in which they live. In this, the state has a vital concern. It must preserve the integrity of the schools. That the school authorities have the right and the duty to screen the officials, teachers and employes as to their fitness to maintain the integrity of the schools as a part of ordered society cannot be doubted. One's associates, past and present, as well as one's conduct, may properly be considered in determining fitness and loyalty. From time immemorial, one's reputation has been determined in part by the company he keeps. In the employment of officials and teachers of the school system, the state may very properly inquire into the company they keep, and we know of no rule, constitutional or otherwise, that prevents the state, when determining the fitness and loyalty of such persons, from considering the organizations and persons with whom they associate."

The Arkansas court turned to the decision of a federal court involving the same legislation for a final comment:[5]

"The fact that some educators and

[1]Act 10, Sec. 2 of the Second Extraordinary Session of the Arkansas General Assembly of 1958.

[2]Carr *v.* Young, 331 S.W. 2d 701 (1960).
[3]341 U.S. 716 (1951).

[4]Adler *v.* Board of Education of the City of New York, 342 U.S. 485 (1952).
[5]Shelton *v.* McKinley, 174 F. Supp. 351 (1960).

Can you always tell a teacher by the company he keeps? More specifically, does a state supported institution have a right to inquire about the associations of a professor? Beginning with a suit in the chancery court of Pulaski County, Arkansas, and ending in the Supreme Court of the United States, this question was resolved.

# of His Company

members of the public may feel that this requirement is unwise, or unnecessary or even insulting, does not mean that the statute is unconstitutional. These are considerations of the legislature, not the judicial branch of the government."

Rejects Arkansas Decision

The case did not reach the Supreme Court of the United States until November of 1960.[6] In a 5 to 4 decision the high court rejected the decision of the supreme court of Arkansas and ruled that the statute was unconstitutional because it deprives teachers of their right of associational freedom protected by the due process clause of the Fourteenth Amendment from invasion by state action. The First Amendment of the Constitution of the United States declares that "Congress shall make no law . . . abridging the right of the people to assemble. . . ." The courts have held the "freedom of association, the freedom to join or not to join in association with others for whatever purposes such association is lawfully organized . . ." shall not be restricted.[7]

The inhibition is upon Congress, not upon the state legislatures, but the courts have held that the individual rights guaranteed by the first 10 amendments to the federal Constitution apply to the states by virtue of the due process clause of the Fourteenth Amendment.[8]

Excerpt From Opinion

The following is an excerpt from the majority opinion of the United States Supreme Court in the case involving the member of the faculty of the University of Arkansas:

"The question to be decided here is not whether the state of Arkansas can ask certain of its teachers about all their organizational relationships. It is not whether the state can ask all of the teachers about certain of their associational ties. It is not whether teachers can be asked how many organizations they belong to, or how much time they spend in organizational activity. The question is whether the state can ask every one of its teachers to disclose every single organization with which he has been associated over a five-year period. . . . Many such relationships could have no possible bearing upon a teacher's occupational competency or fitness. . . . The statute's comprehensive interference with associational freedom goes far beyond what might be justified in the exercise of the state's legitimate inquiry into the fitness and competency of its teachers."

Justice Harlan, in his dissenting opinion, in which he was joined by Justice Frankfurter, Justice Clark and Justice Whittaker, had this to say in rebuttal:

"It is surely indisputable that a state has the right to choose its teachers on the basis of fitness. And I think it is equally clear, as the court appears to recognize, that information about a teacher's associations may be useful to school authorities in determining the moral, professional and social qualifications of the teachers. . . . Despite these considerations, this statute is stricken down because, in the court's view, it is too broad, because it asks more than may be necessary to effectuate the state's legitimate interest. . . .

"I am unable to subscribe to this view because I believe it impossible to determine *a priori* the place where the line should be drawn between what is permissible inquiry and overbroad inquiry in a situation like this. Certainly the court does not point that place out. There can be little doubt that much of the associational information called for by the statute will be of little use or no use whatever to the school authorities, but I do not see how those authorities can be expected to fix in advance the terms of their inquiry so that it will yield only relevant information."[9] ■

[6]Shelton v. Tucker, 364 U.S. 479 (1960).

[7]Hanson v. Union Pacific R. Co., 71 N.W. 2d 526, 160 Neb. 669 (1951).

[8]Gitlow v. New York, 268 U.S. 652 (1925).

[9]See also: Freund: Constitutional Freedoms in American Constitutional Law, 13 University of Chicago Conference, Series 26, 32-33; Richardson: Freedom of Expression and the Function of Courts, 65 Harvard Law Review 1, 6, 23-24.

Another new dormitory installs Honeywell Thermostats on the wall

"A thermostat in every learn faster,

"**Besides provid'-g perfect student comfort,** Honeywell Thermostats complement room appearance," says Dr. Thompson.

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Korea Veterans Being Educated

WASHINGTON, D.C. — Some 130,000 veterans participated in college training this fall under the Korea G.I. bill, more than six years following the close of the Korea conflict, according to the Veterans Administration.

This is more than half of the 250,000 enrolled last fall. At the peak of the G.I. education and training program, November 1947, more than 2.5 million World War II veterans were in training under the G.I. bill.

An additional 6500 disabled Korea veterans, a drop of some 1000 from last fall's enrollment, were reported to be taking vocational rehabilitation training under a special act for the seriously disabled. The peak of this program was in December 1947, when 255,000 disabled World War II veterans were in training.

A smaller and newer educational assistance program for orphans of deceased servicemen and veterans, whose deaths were the result of their military service, is gaining momentum. The V.A. predicted that about 18,500 orphans would be enrolled this fall under this program, compared to 12,000 last fall.

More than half of the veterans in training this fall are in the nation's colleges and universities, and another one-third in schools below the college level. The rest are taking on-the-job or institutional on-farm training.

More than 10 million World War II and Korea veterans have received education or training under the G.I. bill, and close to 700,000 seriously disabled veterans have received vocational rehabilitation.

For most Korea veterans, the vocational rehabilitation program will end on Jan. 31, 1964; and for those training under the G.I. bill, the program ends Jan. 31, 1965.

The orphans' educational assistance program will continue for many years and is expected to reach its peak in the middle 1960s.

Originally enacted for the assistance of orphans whose parent's death was the result of service in the Spanish-American War, World War I, World War II, or the Korea conflict, the law was later broadened to include orphans of deceased servicemen or veterans with peacetime service since Sept. 16, 1940.

These orphans may be eligible, however, only if the parent's death was the result of actual performance of military duty during peacetime.

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Quotes of the Month

Abraham A. Ribicoff, Secretary of Health, Education and Welfare, referring to educational meetings and conventions at the opening session of the meeting of the American Council on Education, said:

"You read your papers and spout your statistics and scrounge for funds among alumni. I don't think you really care about education or that you are going to do anything about it. I don't know that you're ever going to solve the problems of education by coming to meetings like this."

Nathan M. Pusey, president of Harvard University, protesting for the fourth year the disclaimer affidavit required of needy students who receive educational loans under N.D.E.A.

". . . it singles out students as special objects of distrust and asks them to make negative statements about their beliefs in a way quite contrary to American principle."

★ ★ ★ ★ ★

Akron Announces Expanded Aid

AKRON, OHIO. — Expanded student aid, made possible in part by Akron University Associates funds, has resulted in the university's largest scholarship program.

A report presented at the board of directors' meeting recently listed 992 students who received scholarships, awards and loans totaling $164,455 for the fall semester. Comparable figures for fall 1960 indicate 765 students received $110,631.

Ten fellowships were presented to graduate students totaling $9500 (four students, $3150 last year).

Three hundred Akron University students received scholarships worth $46,950. The Akron University Associates provided $28,950 for 180 of these scholarships. Awards totaling $18,005 were given to 82 students, while another 600 received federal or university loans worth $90,000.

University President Norman P. Auburn announced the establishment of a new scholarship by Hervey E. Chambers, who established a trust agreement with a local bank to defray the tuition fees and cost of books of one Akron student. Provisions have been made to apply a portion of his estate for similar purposes after his death which should permit the education of two persons annually.

$1 Million Gift From Individual Donor

TOLEDO, OHIO. — A bequest to the University of Toledo of more than a million dollars has been announced by President William S. Carlson. Donor of the gift is the late Mrs. Walter B. Snyder, and the amount is the largest the municipal university ever has received from one individual. Mrs. Snyder, who died in July, had set up a trust fund with the Toledo Trust Company in 1931.

President Carlson said that other than a few personal bequests, the entire estate, most of which is in stocks, will go to the university as the "Walter B. and Grace A. Snyder Toledo University Fund." The exact amount is not yet known, he said.

Fellowships Available in College Administration

ANN ARBOR, MICH. — The coordinating council of the Midwest Community College Leadership Program has announced that beginning with the 1962-63 academic year, fellowships will be made available in community college administration ranging up to $3000.

The cooperative program supported by a grant from the W. K. Kellogg Foundation operates through Wayne State University, the University of Michigan, and Michigan State University. The program offered by these institutions cooperatively and individually includes doctoral and postdoctoral programs. Relevant sem-

NEWS . . . .

inar, workshop and conference experiences will be arranged for practicing administrators. Internship experiences will constitute an important element of the entire program.

Applicants for the doctoral program and the available fellowships should possess at least the master's degree. An important consideration will be the specific plan of the applicant to make community college administration his professional goal. Applicants will be required to meet such specific requirements for programs as are established by the institutions.

Individuals who are interested in the fellowships should write to Dr. George L. Hall, director, Midwest Community College Leadership Program, 3032 Rackham Building, Ann Arbor, Mich.

Juniata Sets Sights for $5,350,000

Huntingdon, Pa. — Juniata College last month opened its first major campaign for capital funds since 1947 with announcement of a $5.35 million development program.

President Calvert N. Ellis said that "the college is facing the most challenging undertaking in its 86 year history as it attempts to raise more money than ever before for new buildings, necessary improvements, and increased endowment."

One of the major phases of the program calls for $1.75 million for a science center to provide facilities for the departments of biology, chemistry, geology and physics. The board of trustees and the community of Huntingdon have been asked — and are subscribing — $600,000 as their share of the total.

The Alumni Association has endorsed a $600,000 capital gifts campaign with drives in the Mason-Dixon, Metropolitan and Central Pennsylvania regions.

Will Increase Tuition

Chicago. — The University of Chicago announces an increase in tuition and fees, effective in the fall of 1962. The quarterly rates will rise from $385 to $485 for both undergraduate (college) and graduate students. This brings the total for the three-quarter academic year to $1455 compared with the current $1155.

HOLIDAYS are busy days in a school that takes advantage of its "breaks"

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Colleges To Face Grim Prospects

ANN ARBOR, MICH. — Colleges across the country face "rather grim" prospects in their search for teaching staffs to handle the enrollment surge of the Sixties, a new University of Michigan report declares.

Even with increased financial support, finding faculty manpower will prove a severe problem.

Its origins can be traced to the low birth rates of the Great Depression and World War II. Other important factors were the postwar "baby boom" and the steady rise in the proportion of youths attending college.

Together, these changes have radically altered the supply of potential young college teachers.

In 1940, for example, Michigan had nearly 14 people aged 25 through 34 for every student enrolled in college. Even those with higher degrees experienced some difficulty obtaining jobs with colleges and universities.

By 1960, this ratio was cut in half. For every student enrolled in college, Michigan had about six people age 25 through 34. The supply of new faculty members was limited, and colleges began to feel the manpower pinch.

The coming decade may well see the ratio cut in half again. By 1965, the state may have only four people aged 25 to 34 for every o.e enrolled in college. By 1970, the figure could drop to three, or below.

Michigan's problem is by no means unique. As the author of the study, David Goldberg (Ph.D.,), puts it:

"Michigan will not be in the position of 'borrowing' faculty from other states, since the condition of faculty scarcity will be a national phenomenon.

"Although there is some room for improving the efficiency of instruction at institutions of higher education, we cannot expect the problem to be solved by the development of new methods or new technological aids.

"Nor should we lose sight of the fact that a large share of the activities carried on at universities are not instructional. Certain technological developments will create a demand for more rather than less manpower in research and many of the non-teaching areas."

Dr. Goldberg is an assistant professor of sociology and program director in the U-M Institute for Public Administration. Copies of his report, titled "College Enrollment Potential in Michigan, 1960-1975," may be ordered at $1 each from the Institute for Public Administration, University of Michigan, Ann Arbor.

Harvard Takes Steps Toward New Campus

CAMBRIDGE, MASS. — Dean Francis Keppel announced recently that first steps have been taken toward a new campus for the Harvard Graduate School of Education.

The school has acquired land on Appian Way from Radcliffe College for the construction of a new million dollar graduate school of education building. It has also purchased Longfellow Hall, across Appian Way from the new building site, from

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NEWS . . . .

Radcliffe. Total cost of the two purchases is approximately $1.2 million. The program therefore contemplates a complex of buildings in a campus setting facing Garden Street.

It is expected that the school of education will occupy Longfellow Hall by September of 1962. Longfellow Hall, now used mainly as a classroom building by the faculty of arts and sciences, will help meet the school's needs for classrooms and will provide much needed faculty and administrative office space. The proposed new building on Appian Way will house instructional programs and research projects now scattered in nine different buildings at varying distances from the Harvard Yard.

Penn State Curtails All New Projects

UNIVERSITY PARK, PA. – The Pennsylvania State University announced recently that it would undertake no new projects until its financial position was substantially improved.

President Eric A. Walker said rising costs, plus the university's inability to obtain increased aid from the state, necessitated drastic action to forestall financial difficulties.

He explained that the approximately one million dollars derived from the latest tuition boost will be used almost exclusively to close the competitive gap in faculty salaries.

The action was based on a board of trustees ruling that "until the financial ability of the university to meet its normal operating expenses has been substantially improved . . . . no new endeavors requiring additional money will be undertaken unless they are fully covered by additional money."

President Walker said the action means that pending proposals useful to Pennsylvania agriculture and industry will have to be postponed; proposed new continuing education programs will have to be shelved; and more and more Pennsylvania students will have to be turned away for lack of money with which to hire teachers.

At the legislative session just ended, Penn State's appropriation remained at the same level it had been for the last two years.

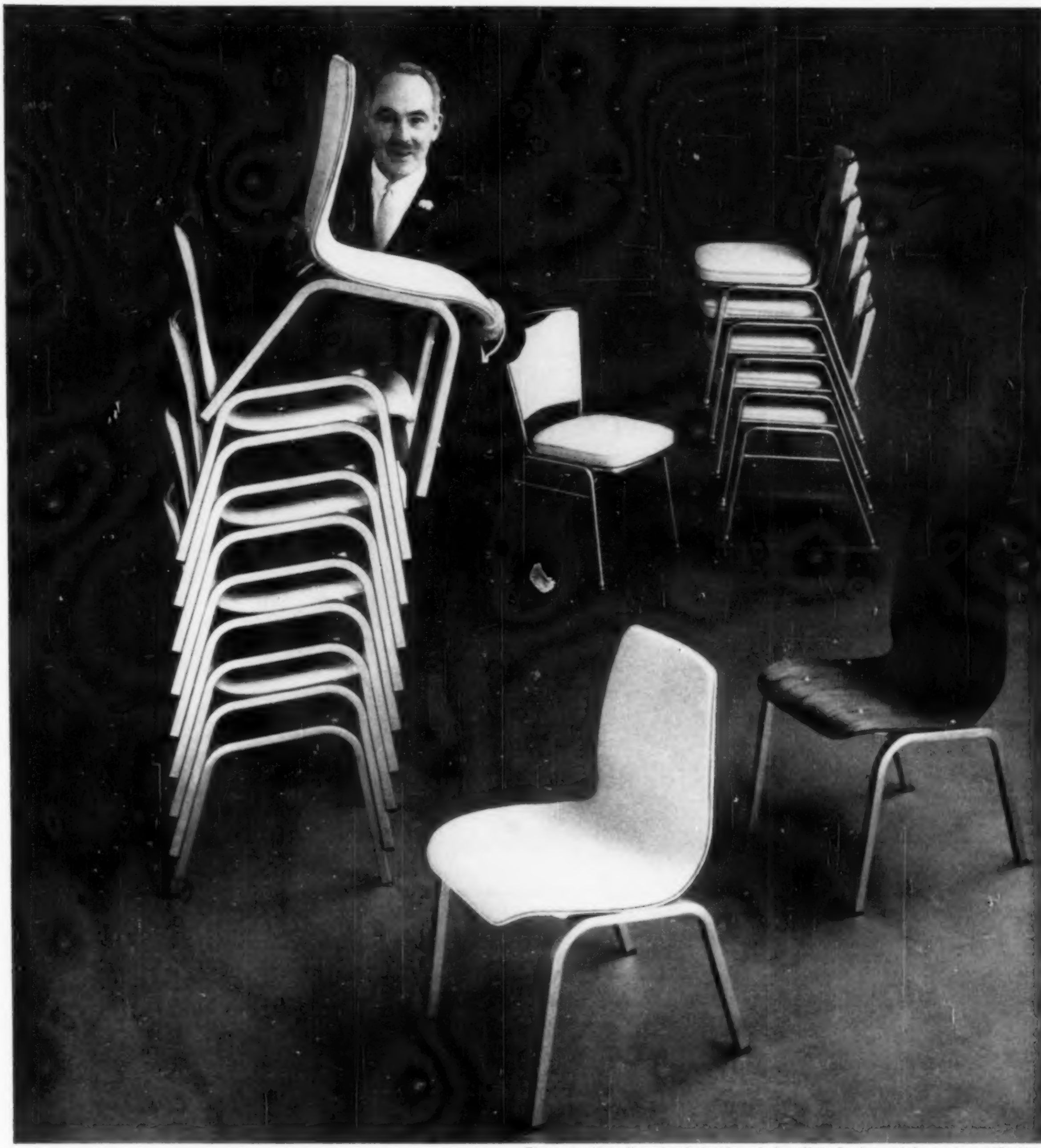
Earlham Establishes Goal of $8 Million

RICHMOND, IND. – An $8 million development program to be conducted over six years was announced by the Earlham College board of trustees during its regular October session.

The goal set for the new fund raising campaign is to include at least a $2.5 million addition to the endowment, considerable plant expansion, as well as normal annual gifts for scholarships and current operations.

Among the proposed additions to the campus are a new library, announced earlier, a student recreation center and swimming pool, a married students' housing project, remodeling of the old library for classroom and office use, and new facilities for music and drama.

It has not yet been decided whether music and drama will be housed in a new building, incorporated into the proposed recreation



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NEWS . . . .

center, or installed in new facilities built into Carpenter Hall, main classroom building.

Substantial increases in scholarship funds are also part of the future plans.

"The $8 million program has been adopted by Earlham as a result of extensive studies carried on by the Earlham faculty, board of trustees, and administration over the past few years," said Earlham president, Landrum R. Bolling. "The Earlham program, we find, is in line with those carried on by most colleges and universities under the tremendous pressures which are being brought to bear upon higher education today."

Southern Cal Has Tailor-Made Center

Los Angeles. — New research and teaching facilities at the University of Southern California Medical Center are architecturally tailored to the students' needs and provide for the teacher to come to the student to conduct class work, according to Ralph Flewelling, F.A.I.A, master planner of the medical campus.

Recently completed at a cost of $3 million are the six-story Seeley Wintersmith Mudd Memorial Laboratory of Medical Sciences and the three-story Paul S. McKibben Hall, used for instruction, located on the 12 acre campus.

The architect and engineering firm of Flewelling and Moody, Los Angeles, designed the two structures after extensive studies of medical teaching methods in the East and Middle West.

U.S.C. utilizes as its teaching ground the 3660 bed Los Angeles County Hospital, considered one of the largest and most complete teaching facilities in America.

Bedside training opportunities both in volume and variety "are not surpassed at any medical school in the country," according to U.S.C. Dean Clayton G. Loosli, M.D.

Teaching laboratories in McKibben Hall are being copied by several medical schools in this country and abroad, including the University of Maryland and Northwestern University, and one in Scotland, U.S.C. officials reported.

The architects found an involved mechanical setup was required to

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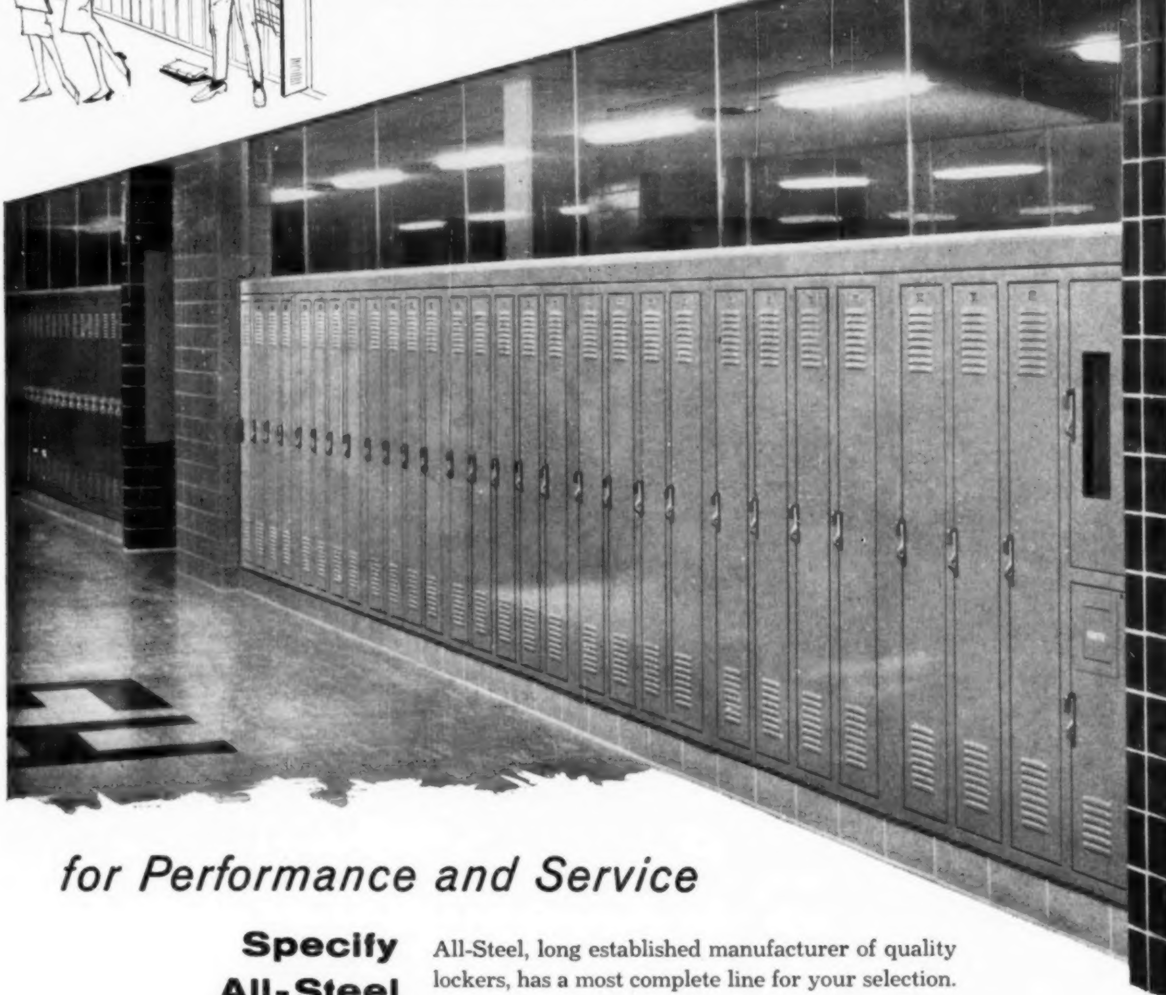

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supply services and facilities to each student location such as oxygen, hot, cold and distilled water, gas and compressed air, vacuum, waste disposal, and drains.

The challenge of getting services to the student economically while creating a better teaching pattern, Mr. Flewelling said, prompted him to combine plumbing with electronics. "Through an adaptation of printed circuit technics of radio manufacturers, color-coded laboratory supply lines occur horizontally between the ceiling and floor planes," he explained. "A single piping system supplies students above and below, with considerable saving in materials and labor."

The new type classroom was a phase of the master plan for the entire medical campus that included a traffic analysis, a space analysis to meet the development program furnished by the university, and complete cost studies on each building.

Five of the six floors of Mudd Laboratory have extensive working cold rooms which are used in research such as the isolation of proteins and enzymes. The anatomy department has a shielded room with adjoining darkroom for x-ray work and a special room for electron microscopy. On the biochemistry floor toxic sprays and solvents used in paper chromatography are handled in a specially ventilated room.

Research on the mechanism of action of drugs on cardiac muscle involves coordinated study of metabolic and electrical responses, and electrical changes in single muscle fibers must be recorded. For this purpose a room-within-a-room, called a Mueller cage, has been built on the pharmacology floor. No electric currents except electromagnetic waves can pass into this screened area to interfere with the delicate measurements that must be made.

A feature of the Mudd Laboratory is its visiting scientist center on the sixth floor, which provides consultation and collaboration between scientists who will come to the center from other national and world research institutions.

U.S.C.'s future plans call for four more buildings — as soon as funds are available — with a target for start of construction by 1963. They will be a third research structure, a postgraduate school and medical forums building, a commons and residence hall, and a medical library.

Academic Structure Completed at Smith

NORTHAMPTON, MASS. — Wright Hall, a $1¼ million academic building at Smith College, was formally opened at a ceremony on October 20.

The building was begun a year ago. It contains faculty offices, seminar rooms, an auditorium, and language and social science laboratories. William and Geoffrey Platt were the architects.

The building is named for the fifth president of Smith, Dr. Benjamin F. Wright, who resigned in 1959 after 10 years in the office. For the past year Dr. Wright has been professor of government and director of American studies at the University of Texas, and was recently named di-

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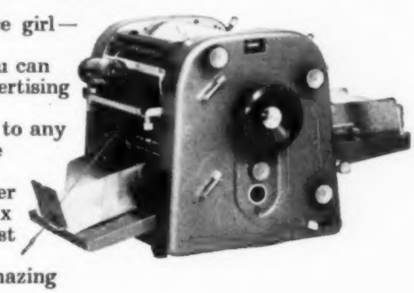

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rector of the special programs division in the university's college of arts and sciences.

Nuclear Reactor To Have Elevator

ATLANTA. — The nuclear reactor being built at Georgia Institute of Technology — one of the largest research reactors to be located at a college or university — will have a passenger elevator inside its containment shell to carry maintenance men, researchers and students to and from its three levels.

The reactor will be housed in the containment building, 82 feet in diameter and 70 feet high. Processing and ventilating equipment will be installed at the basement level, experimental apparatus at the first floor, and the control room on a balcony at the second floor level.

Because the plunger of a hydraulic elevator would penetrate the containment shell, an electric elevator of the traction type was selected.

Ford Foundation Gift to Carleton

NORTHFIELD, MINN. — The Ford Foundation has awarded Carleton College a gift of $2 million which will be paid over the next three years, and which requires the college to raise a total of $6 million in matching funds.

The gift resulted from an extension of the Foundation's year-old special program for universities to include independent liberal arts colleges as well. The new Ford plan will make available up to $100 million for general support grants to selected colleges.

A total of eight colleges survived the initial selective competition and will receive similar grants. Carleton, Swarthmore and Wellesley have been awarded $2 million with the matching requirements of raising $3 for every grant dollar. The other five colleges, which must raise $2 for every grant dollar, are: Goucher, awarded $1.2 million; Grinnell, awarded $2 million; Hofstra, awarded $1 million; Reed, awarded $1.4 million, and Wabash, awarded $2 million.

Henry T. Heald, president of the Ford Foundation, said the extended

(*Continued on Page* 93)

ANNOUNCING

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NEWS . . . .

support will be limited to four-year private liberal arts colleges because of the importance of the liberal arts, the humanities, natural sciences, and social sciences in cultivating the thoughtful leadership and independent opinion essential in a free society.

NAMES IN THE NEWS

James C. Hardie, director of funds development at Case Institute of Technology, Cleveland, has been named vice president for development at that institution. He succeeds **Harry W. August,** who asked to be relieved of the vice presidency but who will continue as senior member of the staff of Case's development office, working on special projects.

Dr. Nancy K. Cohen has been named director of residence and research of Pratt Institute, Brooklyn, N.Y. The appointment of **James R. Bowen,** recent graduate of Pratt and former president of the institute's student government, as assistant director of placement and financial aid was also announced. From 1959 to 1960, Dr. Cohen cooperated in setting up an experimental training program for guidance workers at Teachers College, Columbia University, under a National Defense Education Act grant.


Nancy K. Cohen


James R. Bowen

David M. Thompson was recently appointed assistant to the president of Duquesne University, Pittsburgh. **Charles H. Dym** was appointed to the post of director of university planning.

Merritt M. Chambers has been named director of the Michigan Council of State College Presidents.

Carleton F. Scofield, formerly the vice chancellor for academic affairs of the University of Kansas City, Kansas City, Mo., is currently serving as acting chancellor of the university. He succeeds **Richard M. Drake,** who resigned in August.

The **Rev. Edward J. Burke, C.M.,** is the new president of St. John's University, Jamaica, N.Y. He succeeds

the **Very Rev. John A. Flynn, C.M.,** who has served in the presidency since 1947.

Rosemary Park

Dr. Rosemary Park will become the next president of Barnard College, New York, in November 1962. Miss Park, who is now president of Connecticut College, New London, Conn., will succeed **Millicent C. McIntosh,** who will retire in June.

Barbara L. Burns, Fulbright and Danforth scholar from Lexington, Ky., has been named assistant dean of women at Bethany College, Bethany, W.Va.

William Fuller, for three years a specialist for physical facilities in the Division of Higher Education, U.S. Office of Education, has been named director of the bureau of physical facilities studies at Indiana University, Bloomington.

Harold E. Hurst has been named dean of the college of law of the University of Denver, Denver.

Irwin K. French

Irwin K. French, director of administrative services for 24 independent colleges in Illinois, will assume the responsibilities of director of a newly established office of management and planning for higher education, the New York State Education Department. **Dr. Robert H. McCambridge** was named associate director. Dr. McCambridge was university secretary and director of registration at the University of Rochester, Rochester, N.Y. Mr. French will begin his new duties on December 1, while Dr. McCambridge has already reported for service.

Sam S. King, a former assistant city editor with the *Chicago Daily News,* has been appointed to the office of public relations of the University of Chicago.

Robert W. Beyers, former assistant managing editor of the University of Michigan news service, is the new director of the Stanford University news service, Stanford, Calif.

Ray E. Brown, one of the nation's best known hospital administrators, has been appointed vice president for administration of the University of Chicago. Mr. Brown is presently the superintendent of the University of Chicago Clinics, professor in the university's school of business, and director of the university's program in hospital administration. He will continue to hold the latter two positions.

Dr. Doyle M. Bortner is the new dean of Jersey City State College, Jersey City, N.J. He was formerly chairman of the division of education and director of graduate studies at Hofstra College, Hempstead, N.Y. In another appointment at Jersey City State College, **Roger A. Richards** was named dean of students. He had served as assistant to the president of the college prior to taking over the deanship made vacant by the resignation of **Dr. Joseph W. Crenshaw.**

Logan Wilson, formerly chancellor of the university system of Texas, was inaugurated as the new president of the American Council on Education. He succeeds **Arthur S. Adams.**

Harold E. Sponberg will assume the office of president at Washburn University, Topeka, Kan., in January. He has been vice president of North-

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ern Michigan College for the last five years. Mr. Sponberg succeeds the late **Bryan S. Stoffer,** who held the post for almost 20 years.

James L. Norris, controller of Lake Erie College, Painesville, Ohio, has

James L. Norris

Paul Larsen

been named the college's first business manager. He is succeeded as controller by **Paul Larsen.** Mr. Larsen has been controller for Gannon College, Erie, Pa., since 1955.

James J. McGinley, S.J., president of Canisius College, Buffalo, N.Y., has been appointed by **Commissioner James E. Allen** of the University of the State of New York to a three-year term on the advisory council on financial assistance to college students.

Charles G. Carroll

Charles G. Carroll, formerly with the International Business Machines Corporation, Montgomery, Ala., is the new assistant controller of the University of Alabama, University.

The **Rev. Charles W. Forman** is serving as acting dean of the Yale Divinity School for the 1961-62 academic year while **Dean Liston Pope** is on leave of absence.

Raymond E. Lindgren has been appointed dean of the college at Long Beach State College, Long Beach, Calif. The first person to hold the position, Dr. Lindgren was professor of history and chairman of his department at Occidental College, Los Angeles.

Wendell Murray

Wendell Murray, business manager of the Woman's College of the University of North Carolina, Greensboro, died suddenly Septem- 17. He had been business manager of that institution for four years. Previous to that, Mr. Murray was on the staff of North Carolina State College at Raleigh for 17 years.

National Association of College Stores

President: John Galbraith, University of Miami Bookstore, Coral Gables, Fla.; general manager: Russell Reynolds, 55 East College Street, Oberlin, Ohio.
Convention: April 23-27, Hotel New Yorker, New York.

Association of College and University Housing Officers

President: Fred A. Schwendiman, Brigham Young University; secretary-treasurer: A. Thornton Edwards, Kansas State University.

National Association of Educational Buyers

President: Elmer Jagow, Knox College; executive secretary: Bert C. Ahrens, 1461 Franklin Ave., Garden City, N.Y.

Association of College Unions

President: Floyd I. Brewer, University of Cincinnati; secretary-treasurer: Edgar A. Whiting, Cornell University; editor of publication: Porter Butts, University of Wisconsin.
Convention 1962: Purdue University, West Lafayette, Ind.

National Federation of College and University Business Officers Associations

President: Wilbur K. Pierpont, vice president, University of Michigan; secretary: C. E. Prothro Jr., Tuskegee Institute.

National Association of Physical Plant Administrators of Universities and Colleges

President: Richard Adams, Oregon State University; secretary-treasurer: John H. Sweitzer, Earlham College, Richmond, Ind.

American Alumni Council

President: Waldo Johnston, Yale University; executive director: Ernest T. Stewart, 1707 N Street, N.W., Washington 6, D.C.
Convention: June 24-28, Banff Springs Hotel, Banff, Alta.

College and University Personnel Association

President: Dr. Fred Ford, University of Pennsylvania; executive secretary: Donald E. Dickason, 5605 Avenida del Mare, Sarasota, Fla.
Convention: Aug. 5-8, 1962, University of Kansas, Lawrence.

Canadian Association of University Business Officers

President: G. L. Court, University of Toronto; secretary-treasurer: D. S. Claringbold, treasurer, Hart House, University of Toronto.

American College Public Relations Association

President: Lyle M. Nelson, Stanford University; executive director: Frank L. Ashmore, 1785 Massachusetts Ave., Washington 6, D.C.

Associations of College and University Business Officers

American Association

President: I. T. Creswell, controller, Fisk University, Nashville, Tenn.; secretary: C. E. Prothro Jr., Tuskegee Institute.
Convention: May 3-5, 1962, Fisk University.

Central Association

President: Ralph Olmstead, Evansville College, Evansville, Ind.; secretary-treasurer, James J. Ritterskamp Jr., Illinois Institute of Technology, Chicago.
Convention: June 13-15, Kellogg Center, Michigan State University, East Lansing.

Eastern Association

President: Richard D. Strathmeyer, Carnegie Institute of Technology, Pittsburgh; secretary-treasurer: Kurt M. Hertzfeld, Boston University.
Convention: Dec. 3-5, The Warwick, Philadelphia.

Southern Association

President: Trent Root, Southern Methodist University; secretary: Clarence Scheps, Tulane University.

Western Association

President: Robert B. Gilmore, California Institute of Technology; secretary: H. S. Thomson, University of California, Santa Barbara.
Convention: April 29-May 2, 1962, Mark Thomas Inn, Monterey, Calif.

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Certified Public Accountant — Corporate executive experience; heavy financial, accounting, administrative and tax background; desires staff level position in business administration office of college or university; detailed resumé on request: age 52. Write to Box CW 646, COLLEGE AND UNIVERSITY BUSINESS.

Director, Food Services — Presently employed; graduate in food administration; college experience; ability to render an outstanding service; excellent references; relocate. Write to Box CW 649, COLLEGE AND UNIVERSITY BUSINESS.

Director of Food Service — Administrator — 25 years experience; 13 in educational field; thorough knowledge in mass feeding, planning, organization, personnel, purchasing, catering, public relations and coordination; Bachelor's Degree in Hotel Administration. Write to Box CW 644, COLLEGE AND UNIVERSITY BUSINESS.

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Physical Plant Administrator — 15 years experience in buildings and grounds maintenance including all building trades and power plant operation; five years experience in new college building construction and planning; personnel selection; purchasing and budget preparation; college education plus added business subjects; prefer small college. Write to Box CW 643, COLLEGE AND UNIVERSITY BUSINESS.

Physical Plant Planner and Administrator — For technical and nontechnical expansion and management; skilled in long range planning, analysis, negotiations, contracting and supervision; to convert broad concepts to hardware and organization; prefer southeast location. Write to Box CW 648, COLLEGE AND UNIVERSITY BUSINESS.

Registered Architect — With 20 years experience in building and campus design and all phases of operation of physical plant. Reply to Box CW 637, COLLEGE AND UNIVERSITY BUSINESS.

Superintendent Maintenance and Operation — Formerly at liberal arts college, desires position with physical plant department at a southern college or university; B.S.; 38; experienced in all phases of physical plant administration. Write to Box CW 639, COLLEGE AND UNIVERSITY BUSINESS.

University Architect — 43; experienced administrator with distinguished professional background, record of achievement all phases of campus design, program budget, and execution; western location preferred, others considered. Write to Box CW 647, COLLEGE AND UNIVERSITY BUSINESS.

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Accountants — College degree with major in accounting; age to 30; salary commensurate with general qualifications. Send resumé to Associate Comptroller, ARIZONA STATE UNIVERSITY, Tempe, Arizona.

Buyer — Scientific and medical equipment and supplies; salary commensurate with background and ability; excellent fringe benefits; age 30 to 45. Write Personnel Department, INDIANA UNIVERSITY MEDICAL CENTER, 1100 West Michigan Street, Indianapolis, Indiana.

Chief Engineer — For 500-bed general hospital in New England; excellent fringe benefits; salary open; opportunity to reorganize a maintenance department in keeping with current trends. Write to Box CO 426, COLLEGE AND UNIVERSITY BUSINESS.

Comptroller — Must have accounting and purchasing experience. Write Business Manager, BENNETT COLLEGE, Millbrook, New York.

IBM Supervisor — Exceptional opportunity in southwestern university for man with experience in all phases of machine data processing. Send resumé to Box CO 425, COLLEGE AND UNIVERSITY BUSINESS.

Manager of Dining Halls and Student Residences — Large urban university requires thoroughly experienced graduate in hotel management about 40 years old, to fill newly created position supervising business operations of several residences housing 2,000, plus food service for additional 2,000 city students in projected student centre; salary open. Send full history, with photo, to Comptroller, McGILL UNIVERSITY, Montreal 2, Canada.

Plant Engineer — Independent school located in New England; responsibility for operation and maintenance of physical plant. Please describe education and experience when replying to Box CO 423, COLLEGE AND UNIVERSITY BUSINESS.

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Nopcofoam Core Material Strengthens Dorm Furniture

Nopcofoam core material, which gives added strength to panels of desk tops, wall partitions, or basic parts of built-in cabinets for study alcoves and wardrobes, is built into the new models of Wall-Away dormitory furniture units. Various surface materials are available in wood veneer and colors. **Wall-Away Corp., Wabash, Ind.**
For more details circle #301 on mailing card.

Functional Furniture Pieces Added to Howell Encore Line

Several new pieces are now available in the Howell Encore line of upholstered

lounge furniture. Upholstered benches with square tubular frames, one piece seat and back molded plywood and upholstered arm chair, a wedge-shaped occasional table, new clamp-on tables, and a 36-inch round top table add flexibility to room arrangements. **The Howell Co., Dept. CUB, St. Charles, Ill.**
For more details circle #302 on mailing card.

Liquid Dishwashing Concentrate for Automatic Machines

Mir-A-Kol is described as an entirely different kind of liquid machine concentrate based on a new concept of dishwashing chemistry. Emphasizing neatness and use control, it gives a fine degree of sparkling cleanliness, drainability and rinsing. **DuBois Chemicals, Inc., Broadway at Seventh, Cincinnati 2, Ohio.**
For more details circle #303 on mailing card.

Four Chairs That Fold Added to Solid Kumfort Line

Having the appearance of conventional chairs in attractive styling, the four new

models added to the Solid Kumfort line of chairs that fold have broader seats and posture backs for maximum comfort. The chairs fold flat for stacking and are available in a choice of five wood finishes and 24 upholstery colors. **Louis Rastetter & Sons Co., 1326 Wall St., Fort Wayne, Ind.**
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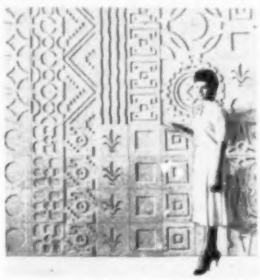
Deep-cut contemporary designs have been sculptured into the new decorative acoustical wall blocks of textured wood fiber Tectum, which are easily applied to any smooth wall with adhesives or by



nailing. **Tectum Corp., 535 Broad St., Columbus 15, Ohio.**
For more details circle #305 on mailing card.

"Student-Proof" Headsets Have Detachable Mike

Two new lightweight headsets with detachable boom mike, which leaves both hands free, are designed specifically for language laboratory use and combine extended response with comfort and "stu-

dent-proof" construction. **Plastic Mold & Engineering Co., Box 4255, East Providence, R.I.**
For more details circle #306 on mailing card.

Rooftop Heating-Cooling Unit With Fresh Air Ventilation

Heating and cooling, with fresh air ventilation, are all provided from one central location with the new Lennox Rooftop Unit, available with either manual or automatic fresh air control. **Lennox Industries Inc., Marshalltown, Iowa.**
For more details circle #307 on mailing card.

Model 103 Photocopy Machine Sells at Economical Price

Designed to sell at budget price, the new Model 103 Photocopy Machine will produce black on white permanent copies of anything drawn, printed, duplicated, typed or written, up to nine inches wide, of any length. **A. B. Dick Co., 5700 W. Touhy Ave., Chicago 48.**
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American Vacuum Kit Simplifies Boiler Cleaning

A handy kit, consisting of a paw tool for vacuum cleaning soot and scale from flat surfaces in fire box, boiler tube expan-

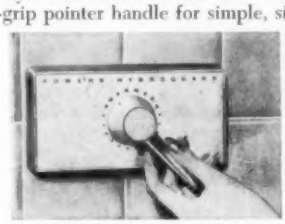
sion scraper cones, wire brush, and steel crevice tool, simplifies boiler cleaning so that it is easily handled without spreading soot or dirt. **American-Lincoln Corp., 518 S. St. Clair St., Toledo 3, Ohio.**
For more details circle #309 on mailing card.

Fusible Link Kit for Overhead Door Holders

A fusible link hold-open release kit furnished with Glynn-Johnson concealed overhead door holders is rated by Underwriters' Laboratories to fuse at 160 to 165 F. When it fuses, the hold-open is released and no longer functions. **Glynn-Johnson Corp., 4422 N. Ravenswood Ave., Chicago 40.**
For more details circle #310 on mailing card.

Hydroguard Shower Control Has Redesigned Handle

Restyled in a satin chrome case with an easy-grip pointer handle for simple, single-



hand operation, the Powers Hydroguard Thermostatic Shower Control prevents scalding water even if the handle is turned to maximum hot position, and also prevents bursts of hot or cold. **Power Regulator Co., 3400 Oakton St., Skokie, Ill.**
For more details circle #311 on mailing card.

(Continued on page 104)

Howe 101 Folding Chair Has Indepedent Tablet Arm

The Howe 101 is a sturdy, compact steel tablet arm folding chair so designed

that it remains open and standing even when the easily folded, birch grain finished plastic tablet arm is folded out of the way. **Howe Folding Furniture, Inc., 1 Park Ave., New York 16.**
For more details circle #312 on mailing card.

Comfortable Side Chair for Waiting Rooms and other areas

The sturdy but comfortable side chair introduced by American Seating is styled for use in lounges, student unions, dormitories, waiting rooms, offices, lunch rooms, cafeterias and other areas. Solid,

welded leg, seat and back assembly make the chair virtually indestructible, and the formed padded back and seat are covered in washable vinyl upholstery, with metal parts finished in baked enamel colors. **American Seating, Grand Rapids 2, Mich.**
For more details circle #313 on mailing card.

Hobart Power Dicer Attachment Speeds Food Preparation

Three interchangeable grids and rotating knives on the new Hobart Power Dicer attachment permit one-quarter, three-eighths and one-half inch dicing of potatoes, carrots, beets and other vegetables; apples for waldorf salad; cucumbers, onions and celery, and solid cheeses.

A special extension shaft and deflector replace the rotating knives to permit fast cutting of french fries and carrot sticks. The Power Dicer attaches to a Hobart mixer or food cutter in a matter of seconds. **The Hobart Mfg. Co., Troy, Ohio.**
For more details circle #314 on mailing card.

(Continued on page 106)

 For more information, circle this page number on card facing back cover.

IBM "Selectric" Typewriter Eliminates Type Bars

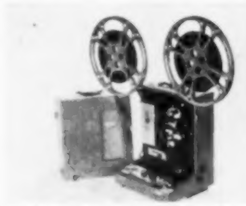
The IBM "Selectric" typewriter types by means of a single sphere-shaped element bearing all alphabetic characters, numbers and punctuation symbols, thus eliminating the need for type bars and a movable carriage. As the typist types on the conventional keyboard, the sphere-shaped element moves from left to right on its carrier across the paper as it selects and types the desired character or symbol. The single element principle permits type styles to be changed in seconds by removing one sphere-shaped element and replacing it with another. Six specially designed type faces are available.

A "selective stroke storage system" incorporated in the Selectric increases typists' speed and accuracy, for if two characters are struck nearly simultaneously, they are typed one at a time. To change ribbons, the typist lifts the ribbon cartridge off the carrier, and snaps in a new cartridge containing a fresh ribbon, or one of another color among the eight available, without touching the ribbon itself. Available in two sizes, Selectric is priced within the same range as the other electric typewriters in the present IBM line. **International Business Machines Corp., Electric Typewriter Div., 545 Madison Ave., New York 22.**

For more details circle #315 on mailing card.

Kodak Pageant Projector Has Solid-State Sound System

The Kodak 16mm Pageant Sound Projector, model AV-126-TR, featuring a completely solid-state sound system, has a rugged, seven-transistor, high fidelity amplifier, and a one-switch control for immediate operation. All three major operating functions, blower, lamp and forward or reverse, are conveniently interlocked with a single lever switch. To ensure easy



set-up, reel arms are permanently attached overhead, and fold into place without effort. Full lamphouse ventilation is maintained in either forward or reverse, and induction motor runs at constant speed at all times. The projector and speaker unit are combined in a shock-mounted plywood case, with the speaker built into the lift-off side cover. **Eastman Kodak Co., 343 State St., Rochester 4, N.Y.**

For more details circle #316 on mailing card.

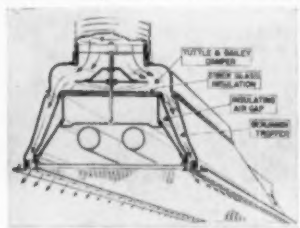
Indoor-Outdoor Bell Signals Are Easily Installed

The Valubel line of bell signals for indoor and outdoor service, with ringing mechanism adaptable to 4, 6, 8 and 10-inch bell shells, offers ease of installation and high quality performance with economical price. **Wheelock Signals, Inc., 273 Branchport Ave., Long Branch, N.J.**

For more details circle #317 on mailing card.

Lumi-Flo Air-Handling Troffer Has Special Insulation

The new Triple-Shell-Lumi-Flo Air-Handling Troffer has an air passageway which is completely isolated from the



troffer housing by fiberglass insulation and an insulating air gap, thus removing the possibility of temperature variations affecting the light output of the unit. **Benjamin Div., Thomas Industries Inc., 207 E. Broadway, Louisville 2, Ky.**

For more details circle #318 on mailing card.

(Continued on page 108)

Worthington Model F Tractor with 7 Gang Wing-Lift Mowers

The Worthington Model F tractor is made specially and exclusively for mowing and is the only tractor of its kind with out-front cutting units.

- All mowers operate ***ahead*** of all wheels for cleaner, smoother cut, with no wheel marks.
- Safe and efficient—operator can see all units forward.
- Allows closer trimming and reduces overlap—a real time-saver.
- It accommodates 3, 5 and 7 gang mowing units. Individual hydraulic unit lift provides flexibility for wide area or close quarter operation, fast transport.

These are but a few of the outstanding features of the Model F that help cut the cost of cutting grass. Call your dealer and make a date to demonstrate.

Jacobsen Manufacturing Company
Dept. CUB-11 • Racine, Wisconsin
Please send me the following:
☐ Complete literature, Model F Worthington Tractor
☐ Arrange a demonstration—no obligation.
Name__________ Title__________
Address__________
City________ Zone____ State________

JACOBSEN TURF EQUIPMENT

Jacobsen

MANUFACTURING COMPANY
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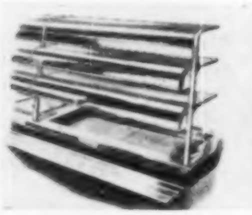
 For more information, circle this page number on card facing back cover.

Triple Tier Stand for Added Food Display



When installed over a cold pan, refrigerated base or similar unit, Model 5023 Triple Tier Display Stand, with sanitary curved glass shelves supported by curved anodized cast aluminum brackets, provides a 12-foot area for food display without occupying any counter space. **The Bastian-Blessing Co., 4203 W. Peterson Ave., Chicago 46.**
For more details circle #319 on mailing card.

Aluminum Dolly Has Increased Mobility

The improved Erecta-Shelf dolly, now formed of aluminum for strength with light weight, is easily handled, has plastisol bumpers, and the sturdy rubber casters are smooth and silent. **Metropolitan Wire Goods Corp., N. Washington St., & George Ave., Wilkes-Barre, Pa.**
For more details circle #320 on mailing card.

Dine-Line Serving Unit Reduces Labor and Food Costs

A buffet-type food service unit called the Dine-Line, designed to reduce labor and food costs, serves from both sides on a one-cost per meal basis, and contains

three units, one each for dishes, hot entree and cold foods. **The Meals-on-Wheels Co., 5001 E. 59th St., Kansas City 30, Mo.**
For more details circle #321 on mailing card.

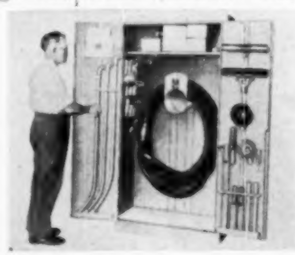
Electrofonic Language Lab Is Easy, Economical To Operate

The fully transistorized Electrofonic Language Laboratory was developed, in cooperation with language teachers, to provide a system that is operated simply and quickly. Any number of different lessons can be conducted simultaneously with the heavy duty mylar tapes in instant-loading cartridges, limited only by the number of playing units installed, yet

the teacher controls are mostly pushbuttons that light up to indicate those in use. **General Electronic Control Inc., 8001 Bloomington, Minneapolis 20, Minn.**
For more details circle #322 on mailing card.

Equipment Cabinet Protects Maintenance Tools

The U.S. Hoffman equipment cabinet for storing hose, tools, rods and vacuum cleaning equipment is fabricated of 18-gauge welded and reinforced steel, and

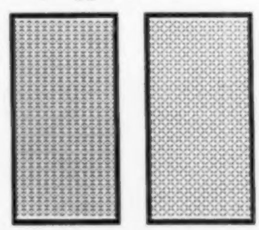


has built-in door pockets for instructions and illustrated tool sheets. **U. S. Hoffman Machinery Corp., 103 4th Ave., New York.**
For more details circle #323 on mailing card.

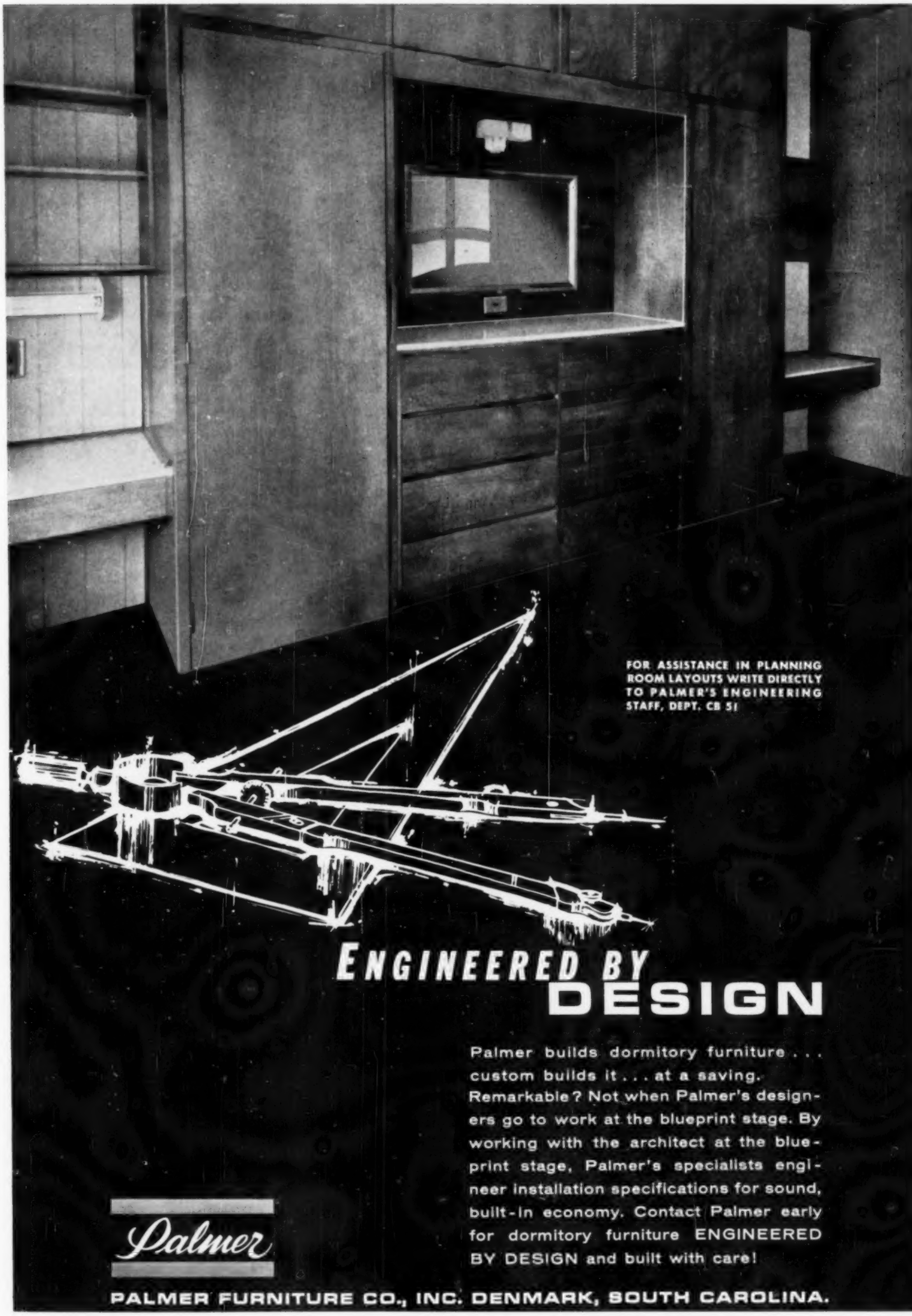
Waste Disposer Line for Varied Operations

The improved line of seven basic Waste King Universal commercial food waste disposers and accessories ranges from Model DK for small institutional kitchens to the SPD-3 Model, capable of disposing of as much as 1800 pounds of rib bones per hour. **Waste King Corp., 3300 E. 50th St., Los Angeles 58, Calif.**
For more details circle #324 on mailing card.

Tempered Hardboard Grilles Have Many Applications



Economical installation with attractive appearance are possible with the new Trellis and Filigree tempered hardboard grille patterns for decorative shutters, room dividers, recessed lighting, lamination to walls, cabinet or closet doors, radiator covers and other uses. **Simpson Timber Co., 2041H Washington Bldg., Seattle 1, Wash.**
For more details circle #325 on mailing card.
(Continued on page 110)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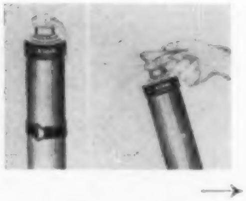
Palmer builds dormitory furniture . . . custom builds it . . . at a saving. Remarkable? Not when Palmer's designers go to work at the blueprint stage. By working with the architect at the blueprint stage, Palmer's specialists engineer installation specifications for sound, built-in economy. Contact Palmer early for dormitory furniture ENGINEERED BY DESIGN and built with care!
Palmer
PALMER FURNITURE CO., INC. DENMARK, SOUTH CAROLINA.

"Lock-and-Key" Floor Finish Keeps Luster After Scrubbing

A new floor finish which resists repeated scrubbings without losing its luster is completely and easily removed by means of a mildly acid product. "Lock-and-Key" Floor Finish, a Permacrylic product, is impervious to alkalies in detergents, nonscuff, anti-slip, and does not require buffing. A special new "Lock-and-Key" Remover that is simply mixed with water and mopped across the surface removes it completely and safely, without machines or scrubbing. **Simoniz Co., 2100 Indiana Ave., Chicago 16.**

For more details circle #326 on mailing card.



Kidde Kompact Extinguisher Features Fast Operation

The Kidde Kompact, a two and one-half pound dry chemical fire extinguisher, featuring fast, self-evident operation and easy recharging, has a firm grip clamping band bracket which permits the extinguisher to be freed of the bracket with the pull of a finger for especially fast fire protection. Both initial and replacement costs are low. **Walter Kidde & Co., Inc., 675 Main St., Belleville 9, N.J.**

For more details circle #329 on mailing card.

Lavatory Unit Is Attractively Priced

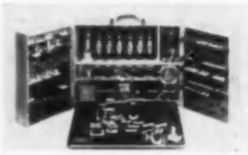
The Fermont, a newly designed porcelain enameled cast-iron lavatory unit, features attractive design with economy, and is furnished for wall hanging or chair carrier mounting. **Crane Co., P.O. Box 780, Johnstown, Pa.**

For more details circle #327 on mailing card.

Floor Maintenance Line Added by Armstrong Cork

After two years of research, Armstrong Cork is introducing a complete line of floor maintenance products specifically designed for use in institutions and other commercial areas, which includes a heavy duty commercial wax, a polymeric floor finish and a cleaner that can be used both as a cleaning agent and as a wax stripper. **Armstrong Cork Co., Lancaster, Pa.**

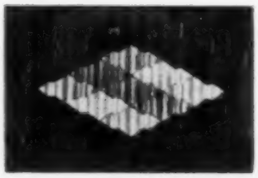
For more details circle #330 on mailing card.



ErecTronic Teaching Kit BE-7 for Industrial Electronics

ErecTronic Kit BE-7, designed around the new "Industrial Electronics" manual developed by the Electronic Industrial Association to help train students in industrial electronic technology, contains components for all 39 experiments in the manual. **Science Electronics, Inc., 195 Massachusetts Ave., Cambridge 39, Mass.**

For more details circle #328 on mailing card.



Sentinel Entrance Mat Has Interlocking Links

The Sentinel entrance floor mat, with durable, grease-resistant molded vinyl plastic links which permit an interlocking fabrication for stability of dimension in all directions, provides a non-slip surface and is easily cleaned. **American Mat Corp., 1717 Adams St., Toledo 2, Ohio.**

For more details circle #331 on mailing card.

(Continued on page 112)

For more information, circle this page number on card facing back cover.

Spray-Buff Attachment Fits All Floor Machines

Simplified patching and restoring of floor finishes during routine buffing is effected with the new Spray-Buff attachment. The container is equipped with a lever and discharge valve for spraying a wax-water or resinous-water solution on

selected areas which require special attention. **Multi-Clean Products, Inc., 2277 Ford Pkwy., St. Paul 16, Minn.**
For more details circle #332 on mailing card.

Van Console-Conveyor Handles Soiled Dishes

The Van Console-Conveyor is a lightweight package unit available in any length or turn required for speed, efficiency and convenience in soiled dish handling. All surfaces in contact with the conveyor belt are of rust-free stainless steel, neoprene or phenolic, and stainless steel is also used for pan and cabinet construction. The idler, take-up and end drum roller are equipped with heavy duty machined nylon bearings, and a safety switch stops the belt in case of jamming by personnel or tableware. **John Van Range, 5th and Butler St., Cincinnati 2, O.**
For more details circle #333 on mailing card.

Overhead Closer Is Completely Concealed

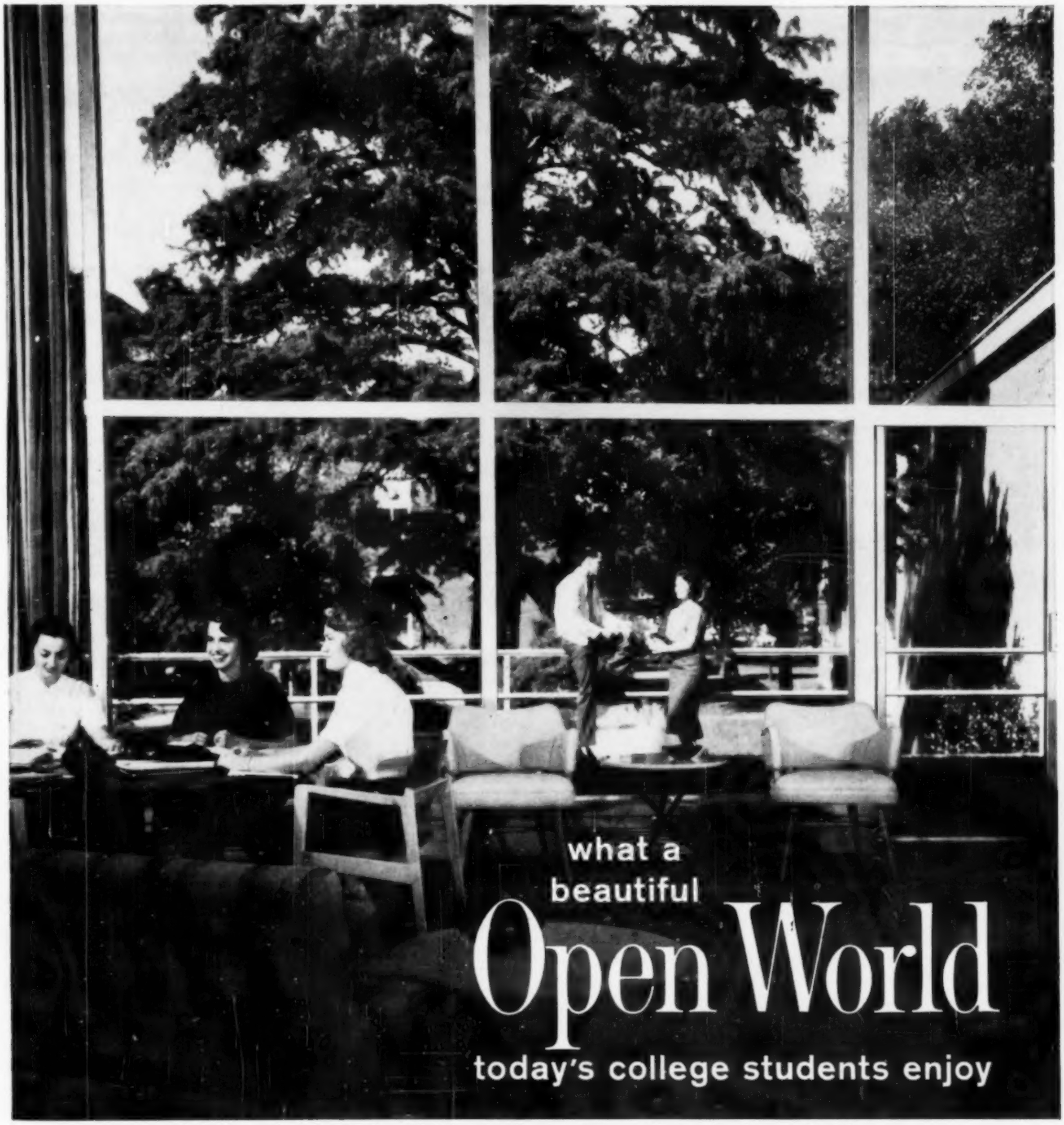
Completely hidden from view in a neat and trim transom bar or header, the Kawneer Concealed Overhead Closer for single or double acting doors, with either right or left hand swing, has easily regulated independent adjustments to control closing and latching speed. **Kawneer Co., 1105 N. Front St., Niles, Mich.**
For more details circle #334 on mailing card.

Multi-Mount Exit Lights Permit Choice of Lamp Source

New Multi-Mount Exits, which feature an easy-to-see beveled face and are fur-

nished with either cut-out metal letters or all-glass face-plates in various color combinations, are available in a choice of three lamp sources. **Edwin F. Guth Co., 2615 Washington Blvd., St. Louis 77, Mo.**
For more details circle #335 on mailing card.

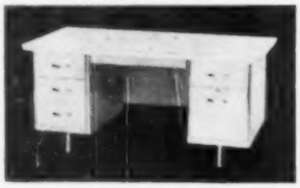
(Continued on page 114)



Window wall of L·O·F *Parallel-O-Plate*® in Lecture Lounge, University of Louisville Library.
Architects: O'Connor & Kilham, New York, N. Y.; Nevin & Morgan Assoc., Louisville, Ky.

For more information, circle this page number on card facing back cover.

Two Teachers' Desks Added to Scholarcraft Line



Two new teachers' desks, one a single pedestal with a NEMA-approved 30 by 48-inch plastic top and the other a double pedestal with a 30 by 60-inch top, both laminated to a 13-ply northern hardwood core with an added drop ledge, feature heavy gauge steel tubing legs finished in metallic bronze, green or chrome. **Southeastern Metals Co., 3925 N. 29th St., North Birmingham 7, Ala.**
For more details circle #336 on mailing card.

Royaltyper Automatic Typewriter Prepares Its Own Master Tape

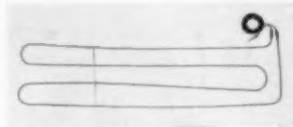
An advanced "Single System" automatic typewriter, the Royaltyper is an easily-operated, compact unit which does all the tape punching, reading and reproduction and the automatic typing, and permits rapid and simple revisions and corrections. **Royal McBee Corp., Westchester Ave., Port Chester, N.Y.**
For more details circle #337 on mailing card.

Convertible Mobile Cart Serves Salads or Desserts

An insulated ice pan and plastic dome cover make the Atlas mobile Convertible Salad Cart, with chrome-plated tubular steel frame, suitable for serving any chilled foods. **Atlas Div., National Cornice Works, 1323 Channing St., Los Angeles 21, Calif.**
For more details circle #338 on mailing card.

Snow-Bar Thawing Cable Frees Surfaces of Ice

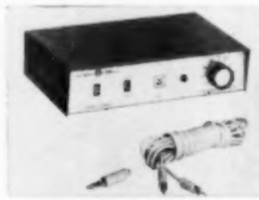
Chromalox Thermwire Snow-Bar heating cable automatically keeps surfaces free of snow or ice build-up. Low in operating costs, the Snow Bar can be embedded in asphalt, macadam or concrete, or placed on present hard or gravel areas



and covered with a layer of surfacing material. **Edwin L. Wiegand Co., 7500 Thomas Blvd., Pittsburgh 8, Pa.**
For more details circle #339 on mailing card.

V-M Projector Synchronizer for Slide-Script Presentations

Model 1412 V-M Synchronizer, developed for use with tape recorders and slide projectors to present coordinated material, is completely compatible with most popular brands of remote control slide or strip film projectors and permits the addition of words and music to films and slides. **The**



Voice of Music, 226 Pipestone St., Benton Harbor, Mich.
For more details circle #340 on mailing card.
(Continued on page 116)

TOLEDO Dishwashers

...The Mark of Modern Kitchens

- **SAVE TIME**
- **CUT OVERHEAD**
- **PROTECT SANITATION**

Automate your dishwashing operations with a new Toledo . . . and save time, cut costs, bring sparkling new cleanliness to dishes and glassware. The broad range of Toledo Dishwashers answers every requirement of the modern institutional or restaurant kitchen. There's no need to compromise . . . Toledo gives you unchallenged quality and performance in just the right size and type dishwasher to fit your needs. To learn more about Toledo Dishwashers, and all the advantages they have for you, call your Toledo Kitchen Machines Dealer. Or, write to us for literature.

Panoramic Door is a Toledo exclusive offered in a broad range of models. Gives easy access to full length of conveyor for easiest cleaning. Capacity 4,805 to 12,600 dishes hourly. Zip-Lok Tubes and one-level tank construction, plus many other advanced design features.

Toledo Rackless Hi-Speed Conveyor Dishwashers feature exclusive Add-A-Tank Design. Selected Add-A-Tank units go together to give you just the length, capacity and extra features you need . . . allow for future expansion. Capacities from 4,000 to 15,000 dishes hourly. Automatic water level and final rinse controls.

SEND TODAY for complete information on new, advanced design Toledo Dishwashers to upgrade efficiency and pare costs in your kitchen operations.

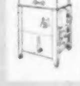
SERVICE
Factory-Trained
240 Cities

TOLEDO® *Kitchen Machines*

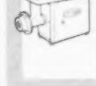
Division of **TOLEDO SCALE CORPORATION** • 245 Hollenbeck Street, Rochester, N.Y.

Hi-Speed Mixers . . . feature positive drive, clean, efficient operation. Model TM-20 (20 qt.) shown. Also 30 qt. and 60 qt. sizes.

Peelers . . . offer fast, double-action peeling, with abrasive on both disc and cylinder. Low waste. Portable and Cabinet models.



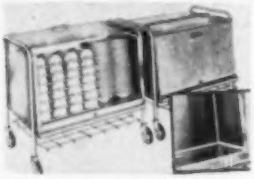
Dishwashers . . . fast, thorough, dependable. Available in Door, Counter, Conveyor and Rackless types. Advanced design, easy cleaning.



Hi-Speed Choppers . . . powerful, heavy-duty designed. Outstanding in performance and appearance. Full range of models from ⅓ H.P. to 5 H.P.

T-170SU Dish Caddy Has Rounded Interior

The all welded stainless steel T-170SU Caddy, designed for use with cups, glasses



or dishes, features rounded and coved interior corner construction for easier handling of dishes and improved sanitation, and is available with or without translucent plastic covers. **Caddy Corp. of America, 1625 Paterson Plank Rd., Secaucus, N.J.**

For more details circle #341 on mailing card.

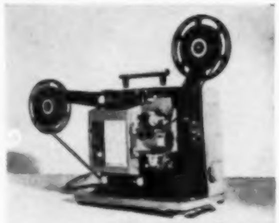
Data Processing Units May Be Purchased or Leased

Two new fully transistorized, compact data processing units, which may be

purchased or leased, are the Typetronic 2215, a business document writing system consisting of an electric typewriter with electronic components which automatically process forms upon activation by punched tape or edge punched cards, and the Typetronic 6615, an electronic computer with electric typewriter input-output which speeds and simplifies the preparation of forms requiring calculation. **Smith-Corona Marchant Inc., 410 Park Ave., New York 22.**

For more details circle #342 on mailing card.

542 Filmosound Specialist Projects in Semi-Light Room

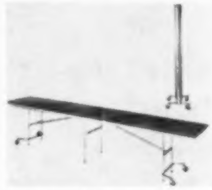


Even in semi-light rooms, a sharp, bright image can be projected with the new lightweight Bell & Howell 542 Filmosound Specialist 16mm motion picture projector, equally effective for use in classroom or auditorium since it is capable of extremely long projection distances. Engineered to require almost no maintenance, its modular or building-block construction permits components to be removed and replaced easily, quickly and inexpensively. **Bell & Howell, 7100 McCormick Rd., Chicago 45.**

For more details circle #343 on mailing card.

Rollaway Table Has Lok-Steady Legs

The new, improved Smith System rollaway table with Uniframe construction



and two torsion bars to assist in folding and unfolding, utilizes automatically operated rubber-tipped metal feet that lift leg casters from the floor when the table is unfolded. **Smith Systems Mfg. Co., 212 Ontario St. S.E., Minneapolis 14, Minn.**

For more details circle #344 on mailing card.

Silverware Handling Cylinder Sets in Three Positions

Steril-Sil Tri-Lok is the name of a new three-position cylinder for handling silverware, which holds all silver sizes and is molded of tough Derlin in a design to

assure free drainage. **Steril-Sil Co., 150 Causeway St., Boston 14, Mass.**

For more details circle #345 on mailing card.

(Continued on page 118)

Folding Chair Has Easy Chair Comfort

Providing the comfort of an easy chair, the new Hampden folding conference

chair has a Tufflex and foam contoured back, soft foam padded arms and a deep foam seat. Upholstered in damage-resistant elastic-backed fabric, the chair is durable, lightweight and folds flat for easy storage. **Hampden Specialty Products Corp., Easthampton, Mass.**
For more details circle #346 on mailing card.

"Magnet Grip" Sweeper Holds Cleaning Cloths Firmly

Simple to operate without stooping, the new "Magnet Grip" Sweeper holds cleaning cloths firmly in use without mechanical fastening, and moves down as new sweeping surfaces are needed. **Lowndes Products, Inc., 4946 Parkside Ave., Philadelphia 6, Pa.**
For more details circle #347 on mailing card.

Two Teacher's Desks Added to Irwin Line

Model 48 single pedestal teacher's desk, providing 30 by 40 inches of work space on the wearproof, stainproof top, and Model 60-1-3 double pedestal model with 30 by 60-inch work top, both with welded uni-piled steel frame, are new in the Irwin line of school furniture. **Irwin Seating Co., 1480 Buchanan Ave., Grand Rapids 2, Mich.**
For more details circle #348 on mailing card.

Instructor's Desk Features Display Area

The Metalab Stainless Steel Instructor's Desk Model SS-5700, with a chemical resistant Labcraft Colorcore top, has an integral glass-enclosed display area which permits students to see demonstrations

clearly. **Metalab Equipment Co., Duffy Ave., Hicksville, L.I., N.Y.**
For more details circle #349 on mailing card.

Plastic Roller for Conveyor Equipment

A new, low-cost plastic roller for dish rack and other roller conveyor equipment, made of polyvinyl chloride for quiet shock absorbing, has naval bronze ball bearings and stainless steel shafts for strength and rigidity. **Samuel Olson Mfg. Co., Inc., 2418 Bloomingdale Ave., Chicago 47.**
For more details circle #350 on mailing card.

Koncept-O-Graph Teaching Machine Handles All Program Forms

All forms of programs based on the B. F. Skinner concept, including single printed sheets, folded strip programs or the long roll type, can be used with the newly developed Koncept-O-Graph teaching machine, which sells at an unusually low price. A simple knob moves the program past a four by eight-inch window and automatically feeds consecutive pages without interruption. The machine snaps open for inserting program sheets and the student works at his own speed while the completed pages remain inside the machine until taken out for review by the teacher. A detachable answer unit works in synchronization with the basic unit and can be positioned for either right or left handed students. **Koncept-O-Graph Co., 179 Berkeley St., Rochester, N.Y.**
For more details circle #351 on mailing card.

(Continued on page 120)

Assures The Proper Rest They Need — For The Active Life They Lead!

Varsity

by Englander

. . . America's Finest, Budget Priced, Innerspring Dormitory Mattress

"Pre-med", "Double E", "So-sci" — every alert, searching mind must have proper rest. Varsity, the superior dormitory mattress is designed to promote the deep, restful sleep active students need. It combines famous Englander quality with unprecedented economy . . . provides many years of trouble-free dependability.

No matter what your budget allowance may be, you can afford Varsity! Write today for full information.

NEW! Student Prince TENSION • EASE®

Innerspring Mattress

Exclusive extra level of free-floating coils gives unexcelled comfort AND relief from tension. Also available in Foam Latex and Englander's exclusive Airlon®

There's an Englander Plant Conveniently Located Near You . . Ready To Give You Prompt, Dependable Service!

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- Houston, Tex.
- Los Angeles, Calif.
- Medford, Mass.
- No. Kansas City, Mo.
- Oakland, Calif.
- Pittsburgh, Pa.
- St. Louis, Mo.
- Seattle, Wash.

ENGLANDER MANUFACTURES A COMPLETE LINE OF BEDDING SPECIFICALLY FOR INSTITUTIONAL USE. FOR FULL INFORMATION SEE YOUR ENGLANDER DEALER OR WRITE DIRECT.

Englander

The Finest Name in Sleep!

THE ENGLANDER COMPANY, INC. • CONTRACT DIVISION

1720 Merchandise Mart • Chicago 54, Illinois • 200 Lexington Avenue • New York, New York

Fire Alarm Station Is Positive and Foolproof

The new Flexalarm Century Non-code single-action Fire Alarm Station is shock

and vibration resistant and fills the need for a small emergency signalling station which is positive and foolproof. Pulling the bullseye alarm lever forward transmits the alarm and locks the signal in "out" position until reset by an authorized person. **Gamewell Co., 1238 Chestnut St., Newton Upper Falls, 64, Mass.**

For more details circle #352 on mailing card.

Sectional Laboratory Furniture Includes All Basic Units

All basic furniture units are included in the extensive new line of Willab laboratory furniture recently introduced. All pieces are finished in soft "Eye-Relief" green, with counter tops constructed of charcoal gray Colorlith, the impervious composition stone product. All Willab sectional units are constructed of dual welded interlocking joints for maximum strength and rigidity, all cabinet doors and drawer heads are double-walled with sound-deadening filler between, and where possible, adjoining members are formed from a single piece to eliminate bolted assemblies. The line includes cabinets, counter tops, tables, desks, lockers, fume hoods, sinks, carts, chairs and other items for the laboratory. **Will Corporation, Box 1050, Rochester 3, N.Y.**

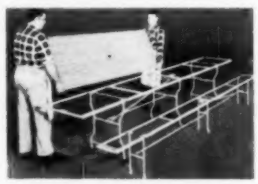
For more details circle #353 on mailing card.

16mm Silent Projector Is Easy to Operate

The Kalart/Victor Model 70-0, a new 16mm silent projector for athletic coaches and time-study engineers, features a remote control forward-and-reverse switch and rheostat control for operating the projector at ranges of 10 to 27 frames per second. **Victor Animatograph Corp., Plainville, Conn.**

For more details circle #354 on mailing card.

"Compac-Fold" Units Have Unitized Understructures

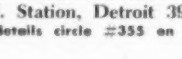


A unitized understructure, forming a free-standing unit with legs, brackets and supports preassembled and welded to an iron frame to which tops are simply attached with screws, is now featured on the Schieber "Compac-Fold" folding tables and benches. **Schieber Mfg. Co., Beech Rd. Station, Detroit 39, Mich.**

For more details circle #355 on mailing card.

TV Table for Classrooms Provides Wide Visibility Range

The Pixmobile Model 1000-23 mobile television tables places the average televi-

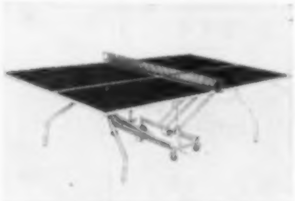


sion screen five and a half feet above the floor for wide visibility range and safety. **Advance Products Co., 2300 E. Douglas Ave., Wichita 1, Kans.**

For more details circle #356 on mailing card.

(Continued on page 122)

512 Table Tennis Table Features Tucked-In Net



A unique feature of the 512 Table Tennis Table, which folds toward the center, protecting the playing surface while in storage, is that the net is stored in a tucked position when the table is folded and it extends automatically to official width when the table is opened. **Midwest Folding Products Sales Corp., Roselle, Ill.**

For more details circle #357 on mailing card.

Public Address Unit Built Into Attache Case

A complete, lightweight public address unit built into a standard attache case, the Siegler Voice Case features volume control at the base of the microphone for simple operation at a distance, and a large compartment for documents. **The Siegler Co., 875 S. Arroyo Pkwy., Pasadena, Calif.**

For more details circle #358 on mailing card.

20-Quart Cooker/Mixer Provides Controlled Temperature

Ideal where controlled temperatures and continuous mixing are required to prevent scorching or sticking, the new 20-quart model TDC-TA-20 Groen Cooker/Mixer is designed for direct steam connection and is made entirely of stain-

less steel. **Groen Mfg. Co., 1900 Pratt Blvd., Elk Grove Village, Ill.**

For more details circle #359 on mailing card.

Dust Mop Treatment Eliminates Combustion

Life is the name of a new dust mop treatment developed to eliminate spontaneous combustion in dust mops, which also reduces the danger of infection from dustborne bacteria by attracting and holding dust particles in the mop. **National Chemsearch Corp., 2417 Commerce, Dallas 26, Tex.**

For more details circle #360 on mailing card.

Literature and Services

• Available from the Strong Electric Corp., 52 City Park Ave., Toledo 1, Ohio, a new brochure describes the application of **follow spotlights in schools,** and shows typical installations of this equipment.

For more details circle #361 on mailing card.

• **Large heating and ventilating units and heat diffusers** for schools and other institutions are the subject of a comprehensive 32-page catalog from Carrier Air Conditioning Co., Syracuse 1, N.Y., which contains selection charts for steam and hot water coil capacities, fan-motor ratings and dimensional data for all models.

For more details circle #362 on mailing card.

• A 4-page folder issued by Sico Mfg. Co. Inc., 5215 Eden Ave. S., Minneapolis 24, Minn., highlights the rapidity and ease with which the **Tuck-Away tennis table** can be folded and rolled to storage, plus typical scenes of the table in use.

For more details circle #363 on mailing card.

• Available from Nissen Medart Corp., 930 27th Ave. S.W., Cedar Rapids, Iowa, the completely new 52-page **catalog of gymnasium apparatus** for schools includes: gymnastic equipment, gymnasium mats, rebound tumbling equipment, basketball scoreboards, cushioned wainscot, conditioning equipment, anthropometric equipment, game and jumping standards, and Phys-Educator and Phys-Exerciser elementary school equipment.

For more details circle #364 on mailing card.

(Continued on page 124)

• A 16-page **Handbook of Pinkerton Services** on the dollar-savings aspects of professional security controls is available to management from Pinkerton's National Detective Agency, Inc., 100 Church St., New York 7. The many applications for out-contracted security agency work are discussed, with 13 actual case histories cited, showing savings from $5000 to $54,000 per year.
For more details circle #365 on mailing card.

• **"Patterns of Successful Fund-Raising"** is the title of an informative and attractive booklet published by American City Bureau, 3520 Prudential Plaza, Chicago 1. Included is information on how to organize a campaign, with descriptive information on the three main divisions.
For more details circle #366 on mailing card.

• A six-page brochure, covering **the Pal Series** of 13-inch square **ceiling-recessed incandescent luminaires** with prismatic glass reflectors and lenses, is available from Holophane Co., Inc., 342 Madison Ave., New York 17.
For more details circle #367 on mailing card.

• Entitled **"A Study in School Communications,"** the 27-page booklet from Minnesota Mining and Mfg Co., 900 Bush Ave., St. Paul 6, Minn., outlines ways in which a copying machine may be used to simplify, speed and improve communications at all levels of the education field, including how to make transparencies for the overhead projector, how to laminate and preserve documents, and how to prepare address labels in seconds.
For more details circle #368 on mailing card.

• A new manual featuring the Underwriter Laboratories approved **"SCR" Dimmers for school and college auditorium lighting control systems,** is available from Kliegl Bros., 321 W. 50th St., New York 19. The 38-page catalog of U/L approved control systems gives data permitting users to specify a complete system that will meet local codes and requirements.
For more details circle #369 on mailing card.

• A 78-page guide, produced especially for school principals, cafeteria managers and university purchasing agents by Edward Don & Co., 2201 S. LaSalle St., Chicago 8, features **"Food Service Equipment and Supplies"** for lunchrooms, cafeterias and dining rooms.
For more details circle #370 on mailing card.

• **Roll Out Gym Seats** are the subject of a 4-page pamphlet from Hussey Mfg. Co., Inc., North Berwick, Maine, which includes illustrations and specifications of the line.
For more details circle #371 on mailing card.

• A 28-page, illustrated booklet, entitled **"You and Your Career,"** drawn from the latest edition of Collier's Encyclopedia, The Crowell-Collier Publishing Co., 640 5th Ave., New York 19, presents an occupational information chart analyzing 121 careers, ranging from accountant to watchmaker.
For more details circle #372 on mailing card.

• **Institutional Quantity Recipes for cranberries** are available from Ocean Spray Cranberries, Inc., Hanson, Mass. Designed to provide new ways to perk up menus, they should be especially helpful for the approaching holidays.
For more details circle #373 on mailing card.

Suppliers' News

The Tuition Plan, Inc., 1 Park Ave., New York 16, specializing in the installment financing of college tuition and other academic fees, announces establishment of a **Western Division** with headquarters at **400 N. Michigan Ave., Chicago 11.**

The Bassick Co., 3045 Fairfield Ave., Bridgeport 5, Conn., announces purchase of two factory buildings adjacent to its South Plant in Bridgeport, to permit consolidation of all Bassick manufacturing operations in the Bridgeport area into what is essentially one plant.

Koppers Company, Inc., Koppers Bldg., Pittsburgh 19, Pa., manufacturer of a diversity of products, announces the opening of the new **Koppers Research Center at Somervell Park, Monroeville, Pa.,** on August 28. Organized to support the activities of the seven operating divisions of the company, the Research Department has a research section for each division. The buildings in the Center are designed on a modular concept with each module completely equipped and partitions removable with minimum interruption. Included are offices, laboratories, library, cafeteria, dispensary, and an auditorium and conference room. The complete and carefully planned Research Center has all modern facilities and the several buildings are connected, with the exception of the boiler house and service buildings.

INDEX TO ADVERTISEMENTS

HOW TO OBTAIN ADDITIONAL INFORMATION
(1) On products advertised in this issue
(2) On products described in "What's New" in this issue

(1) ***Information on products advertised:***
Each page is numbered or its number indicated on the facing page. On the card below circle the number of the page where the advertisement appears.
Where more than one advertisement appears on a page, indicate the advertisement in which you are interested by circling numbers on the card which are followed by letters indicating position on the page as follows:

T means TOP	L means LEFT	TL means TOP LEFT	BL means BOTTOM LEFT
B means BOTTOM	R means RIGHT	TR means TOP RIGHT	BR means BOTTOM RIGHT

Cover positions are indicated as follows:
IFC means INSIDE FRONT COVER IBC means INSIDE BACK COVER BC means BACK COVER

When circling the designation of an advertisement be sure to use the correct page and position.

(2) ***Information on "What's New" Items:***
Circle the number on the card below corresponding to the Key number appearing in the item in which you are interested.

Be sure to sign your name and title, **with correct address.**

(Continued on next page)

USE THIS CARD — (We pay the postage)

I am interested in the items circled— **November, 1961**

ADVERTISEMENTS

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NAME TITLE

INSTITUTION

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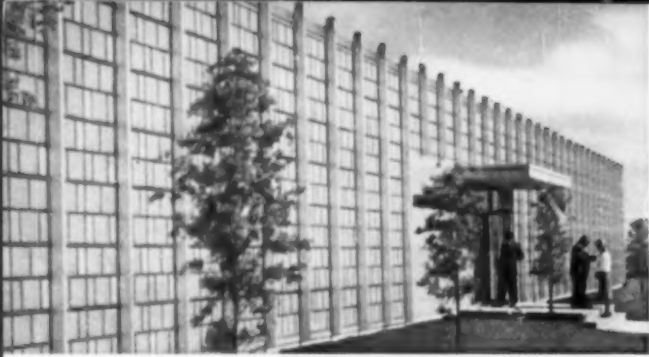
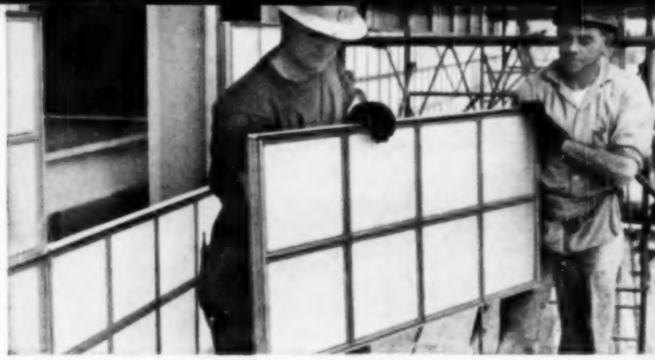


Prefabricated in modular units...



installed quickly and easily

Light and cheerful insiae, yet no glare . . . thanks to Thinlite

How Thinlite curtain wall increases comfort, reduces operating costs for campus buildings

Thinlite is the unique curtain wall system that offers many practical advantages for classrooms, laboratories, dormitories, field houses and other buildings on your campus:

- **Sun control.** Prismatic panels control harsh sunlight, and reduce solar heat more effectively than any other light-transmitting medium.
- **Weather control.** Double-glazed construction and weatherproof gasketing system assure draft-free, easy-to-heat interiors.
- **Low maintenance.** Glass tiles are self-cleaning. All colors are permanent. Metal is durable, anodized aluminum.
- **Distinctive appearance.** Your architect can provide a wide range of material and color combinations within a standard system to give your campus functional walls with good looks.

Write to Kimble Glass Company, subsidiary of Owens-Illinois for the name of the Thinlite dealer-erector nearest you. He'll be glad to supply complete details including prices.

THINLITE CURTAIN WALL

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